

BTEC Level 1/2 Tech Award in Sport

First teaching September 2022



Exemplar Standardisation Materials

Subject: Sport

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learning Outcomes:

A Explore types and provision of sport and physical activity for different types of participant

B Examine equipment and technology required for participants to use when taking part in sport and physical activity

C Be able to prepare participants to take part in sport and physical activity

High Mark Exemplar

Contents

Introduction	3
Pearson Set Assignment (January 2025)	4
Marked Learner Work (High Mark)	10

You will need to refer to the Tech Award specification alongside these sample materials:

[Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 4](#)

Note:

The Pearson Set Assignment (PSA) and the learner's coursework used for this sample marked learner work are taken from a previous series.

You are reminded that you need to use the relevant PSA for the moderation series in which your learners have been entered.

We encourage you to use this resource to help understand how a response to a PSA is marked and use this work to standardise your assessment teams. The materials are not intended for use as a teaching tool or as a template for how individual learner responses should be carried out.

Introduction

For this sample Pearson Set Assignment (PSA) for Component 1 *Preparing participants to take part in sport and physical activity*, the learners who have been asked to submit evidence for this PSA were provided with a vocational context for a 13-year-old female who is looking to increase physical activity for the benefit of her mood and physical fitness. The learners completing the assessment have been asked to suggest suitable activities and justify why these might be appropriate for the given participant. They have also been asked to outline the equipment and technology that will be required for participation and to plan and deliver an appropriate warm up for their activity.

As this is a PSA, the brief cannot be amended. However, within the centre further guidance could be given to bring the assignment to life for the learners. This could include the assessor informing the learners about the types of provision in their local area, and possibly arranging visits to some of these to allow them to experience the differences between them.

Learners are required to submit a combination of written evidence and video evidence: the requirements are outlined in the checklist of evidence required, below each of the tasks outlined in the PSA.

The written evidence for Task 1 can be produced in whatever written format the centre chooses, but it is recommended that the evidence is word processed as opposed to handwritten.

For Task 2, learners are required to provide presentation materials to support the task requirements. The presentation does not have to be submitted using any particular presentation software. Learners could present the evidence in a variety of formats. Learners are not required to give a physical presentation, it is just the written evidence that will be assessed.

For Task 3 learners are required to provide a written plan for a warm up and a justification for each of the included activities within it. Video evidence lasting approximately 10 minutes of the learner leading and delivering their warm up should also be provided for assessment.

For Task 3 it is important that the learner being assessed is identifiable and visible on the video evidence that is submitted. This should be clearly addressed at the start of the video with the learner giving their name and candidate number. Video evidence should focus on the learner leading the warm up, not those taking part in it. It should be recorded in a suitable, quiet environment that allows the learner leading the warm up to be clearly heard.

This document contains sample pieces of learner work for each of the tasks in the Pearson Set Assignment for Component 1.

The blue boxes underneath each piece of learner work explain the rationale that has been applied when deciding upon a final mark. The orange 'Tips' boxes at the end of each task are intended to support centres in understanding how to build a Band 4 response.



Pearson

Pearson BTEC Tech Award Level 1/2

January 2025

Time 5 hours (approximately)

Paper
reference

BSP01

Sport

COMPONENT 1: Preparing Participants to Take Part in Sport and Physical Activity
Pearson Set Assignment

Instructions

This assessment may be given to learners as soon as it is received. This assessment is for use with the December 2024 - January 2025 moderation series. Please refer to the Administrative Support Guide for further information and mark submission deadlines.

Instructions to Learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 5 supervised hours to complete.

This is divided into approximately:

- 2 hours to complete Task 1
- 1 hour to complete Task 2
- 2 hours to complete Task 3.

These timings are for guidance only but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work must be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access. They cannot give you feedback about how to improve your work or guide you to solutions to any questions or problems in the tasks.

Vocational context

Kayla is a 13-year-old female. She lives with her parents and 12-year-old sister in a large town where Kayla and her sister attend a nearby secondary school.

When Kayla comes home from school she spends several hours using online devices to access games and social media. When she stops using these devices she is often in a bad mood and can cause arguments with other members of her family.

Kayla's parents would like her to take part in some sport or physical activity. They feel Kayla needs to have some fun and improve both her mood and her physical fitness.

There are voluntary sector clubs for a wide range of different sports in the town where Kayla lives. They offer fun training sessions, coaching and competitive matches across most sports. Kayla lives near the centre of the town and a number of clubs are either within walking distance or easily reached.

A few years ago, Kayla's parents took her to try gymnastics, dance and netball at local clubs. She found these activities boring and said she did not want to go any more.

Kayla would like to take part in a more physical and competitive activity. She has been watching TV and videos online of the England Women's football and rugby teams and has also seen women boxing and weightlifting. However, her dad will not watch these sports with her as he does not believe that they are appropriate sports for women to be taking part in.

There are some girls at Kayla's school who take part in the types of activities she is interested in, at clubs outside of school. Unfortunately, there are only a small number of these clubs for girls. This has meant that some of the girls have had to join boys' clubs instead.

Kayla's parents do not have a lot of money available to get her started in a new sport. Kayla is also worried that if she joins a club she will not be as good as the other players there, as she has not played before.

Tasks

Task 1 – Increasing participation in regular sport or physical activity for different types of sports participants

Using the vocational context provided, produce a written response choosing **two** physical activities from the following:

- sports
- outdoor activities
- physical fitness activities

that would be appropriate for Kayla to take part in.

Your written response should include an account:

- to justify your chosen physical activities and how they meet the needs of the selected participant
- of the characteristics of the type of provision in the participant's local area and the advantages and disadvantages of this provision for your chosen physical activities and the needs of the selected participant
- of potential barriers to participation in your chosen physical activities for the selected participant
- of methods to overcome these barriers to participation for this selected participant and the chosen physical activities.

Learning outcome covered

Outcome A: Explore types and provision of sport and physical activity for different types of participant.

Checklist of evidence required

A written response of approximately 3-5 pages of A4, which can include supporting images.

Supervised hours to complete the task

You will need approximately 2 hours to complete Task 1.

(Total for Task 1 = 24 marks)

Task 2 – Equipment and technology required for participants to use when taking part in sport and physical activity

Using the vocational context provided, you should now produce a presentation about the types of equipment and technology that Kayla would need in order to participate in **one** physical activity of your choice from the following list:

- sport
- outdoor activity
- physical fitness activity.

Your presentation should include an account:

- to justify your choices of the different types of sports clothing and equipment required for Kayla to take part in your chosen sport, outdoor activity or physical fitness activity
- to justify the use of the different types of technology available for Kayla to participate in your chosen sport, outdoor activity, or physical fitness activity
- of the benefits and limitations of using this technology for Kayla to participate in your chosen sport, outdoor activity or physical fitness activity.

Learning outcome covered

Outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity.

Checklist of evidence required

A presentation of approximately 10-15 slides, which can include any combination of:

- text
- images
- embedded audio/video content lasting no more than 3 minutes
- slides notes.

Physical presentation is not required. Where the option of physical presentation is taken, this should last no longer than approximately 5-10 minutes in duration. This is under the assessment controls stated within the subject assessment strategy.

Resources needed

You can access the internet if necessary to search and access audio-visual content.

Supervised hours to complete the tasks

You will need approximately 1 hour to complete Task 2.

(Total for Task 2 = 12 marks)

Task 3 – Preparing participants to take part in sport and physical activity

Kayla is ready to take part in your chosen physical activity (sport, outdoor activity or physical fitness activity).

Part 1

You will need to produce a written response of a plan for a warm-up for Kayla to prepare her for participation in your chosen physical activity, giving reasons for your choices of activities for each component of the warm-up.

Your written response should include:

- a warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant to prepare them to take part in your chosen physical activity
- 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 and the chosen physical activity.

Part 2

You will also need to provide video evidence of you demonstrating that you are able to deliver your planned warm-up to the participants.

Your video footage should include:

- practical evidence including demonstrations and audio of you delivering a warm-up to a group of participants to include:
 - pulse raiser
 - mobiliser
 - preparation stretches
- 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.

Learning outcome covered

Outcome C: Be able to prepare participants to take part in sport and physical activity.

Checklist of evidence required

A written response to include a warm-up plan of approximately 3-4 pages of A4, which can include supporting sketches.

Video recordings lasting approximately 10 minutes of you delivering a warm-up to participants.

Supervised hours to complete the task

You will need approximately 2 hours to complete Task 3.

(Total for Task 3 = 24 marks)

TOTAL FOR SET ASSIGNMENT = 60 MARKS

Learner 1 (High Mark)

Total Marks Awarded: 58

Task 1 / Learning Outcome A

Learning Outcome A: Explore types and provision of sport and physical activity for different types of participants.

Task 1 Grading Grid 1

Activity 1: basketball

Basketball will improve Kayla's physical fitness as it will improve her agility, strength, and stamina because these are vital things to gain from basketball. You can build muscular endurance when you play more basketball which can build both upper and lower body endurance. This will allow Kayla to last the whole basketball session/ game without feeling major fatigue. As Kayla plays basketball her balance and coordination will improve. coordination is the movement of two or more body parts at the same time. In basketball, there are many activities that will require many body movements at the same time. This is good for Kayla's everyday life by just having basic coordination. Playing basketball will improve Kayla's body composition. This means that she can maintain healthy body weight and have increased lean body mass. It also has a significant impact on cardiorespiratory fitness. This will allow Kayla to have a higher resting heart rate. Basketball also has been said to decrease risk of developing cardiovascular cancer. She can also become more flexible because Kayla will have to keep a regular stretching routine before or after. This can help Kayla reduce her risks of injury and any tension. If Kayla is playing basketball, she might start developing healthy eating habits which can improve her diet/ health.

Basketball will improve Kayla's physical fitness as it will improve her agility, strength, and stamina because these are vital things to gain from basketball. You can build muscular endurance when you play more basketball which can build both upper and lower body endurance. This will allow kayla to last the whole basketball session/ game without feeling major fatigue. As kayla plays basketball her balance and coordination will improve. coordination is the movement of two or more body parts at the same time. In basketball, there are many activities that will require many body movements at the same time. This is good for Kayla's everyday life by just having basic coordination. Playing basketball will improve Kayla's body composition. This means that she can maintain healthy body weight and have increased lean body mass. It also has a substantial impact on cardiorespiratory fitness. This will allow kayla to have a higher resting heart rate. Basketball also has been said to decrease risk of developing cardiovascular cancer. She can also become more flexible because kayla will have to keep a regular stretching routine before or after. This can help kayla reduce her risks of injury and any tension. If kayla is playing basketball she might start developing healthy eating habits which can improve her diet/ health.

Basketball will be fun and improve Kayla's mood because it can make her feel excited to meet new people and make new friends which can make her less introverted as we already know she is a bit shy at times. It can increase her confidence as she keeps going to training sessions and sees improvement in her ability- she will feel self achievement. It will give her the feeling of learning something new and giving her the enjoyment of that. Playing basketball can improved her personal growth and making her a more well-rounded person. Playing and having fun in basketball can reduce her moodiness. She will create new memories with new people and experiences. If she likes it, she can become dedicated to the sport so she can get better and feel better mentally. Playing basketball can allow her to get more creative. This means that she can use the skills that she has learned (dribbling through the legs, behind the back, crossing the ball over) this can give her a sense of accomplishment that she is able to use her skills in real life situations.

A benefit of playing competitive basketball is that it provides opportunities for skill development. This will benefit kayla as she can get better at her skill work and have a chance of playing with players better than her to reach her full potential, playing her best. It can make kayla more resilient as she doesn't know if she will win or lose which can make her build her sportsmanship and increase her love for the game. Learning how to win or lose can tach her how to take inconvenient times in a match which can give her motivation to train harder and come to the next match better. She will learn to respect her opponents, coaches, referee's ad teammates. Playing competitive basketball can allow her to be more disciplined- this can keep her from unhealthy habits.

Discipline for kayla can ensure she is going to every training session, so she has the drive to get better. It will teach her how to play in a team with other people worse or better than her-this will teach her to be humble on the court which can build her teammates confidence making her a team player. It will give her the feeling of being in a real competitive match and she may decide she wants to work hard to go to more games. Teammates might not be of the similar ability to Kayla, and she will be able to learn to deal with frustration in the game and overcome times where she feels like she or her team haven't played well. For example, Kayla could be missing every shot in the first quarter but instead of sulking she can try harder to get more points and have more shot attempts. Playing basketball can reduce her screen device time as she can spend less time on it and being more active such as training basketball going outside more.

She will be less dependant on her screen device which can lead to her sending more time with her friends or family. Basketball could reduce her screen time because she might be too tired to sit on her screen device after a day of training which can result to kayla having a better sleep schedule and that could improve her mood. Playing basketball can keep her occupied reducing her screen time already by 3-5 hours. She won't be thinking of her screen device if she is having fun at her training or matches. Kayla will become less bored and won't have to rely on her screen device. Being away from her mobile screen device could make her feel less alone as she will be around people from her training and new people she will meet during fixtures and team tournaments- she will make new connections and

friends. As her confidence grows her control over her screen device usage- she will not feel like she needs to stimulate her brain with her screen device if she's already happy and in a good mood when she leaves her training session.

Activity 2: Rugby

Rugby will improve Kayla's mood as she plays rugby because she will learn new skills giving her that sense of self accomplishment. Alongside this Kayla will become more confident in taking hits, scoring try's and being part of a team will increase herself confidence and make

her more eager to talk to or meet new people. Rugby is a good energy and anger outlet which can give her a chance to let out her anger in a match and allow her to give her better self control outside of training and matches – it will be a good way for Kayla preventing her moodiness and can make her feel more relaxed. Another benefit is that she will have more of a chance to use her natural instincts (bursting into space, changing directions, sidestep) when playing which can let her be more creative. Playing rugby will help her be more organised because rugby requires lots of discipline and readiness. As a result, she could be less stressed in her daily life and introduce better habits into her life.

Being competitive in rugby has lots of positive benefits for example being able to embrace pressure and channel its positivity. Rugby is a high pressure and contact sport but Kayla being able to compose herself in a pressure situation can make her seem very fearless and brave. This skill can make her stand out on the pitch. rugby players also experience a lot of situations that trigger anxiety, anger, and frustration. This makes it crucial for Kayla to have techniques to calm her body and mind which she can also use in her everyday life because she has temper mental problems making these especially useful. Playing competitively will make her learn an elevated level of respect and sportsmanship towards the referees, players and coaches. It will also reduce her risks of having lash outs or mental break downs during matches if she messes up during her matches. This means that she will be able to have more self control and redeem herself on the pitch instead of sulking. Kayla playing competitively will make her a team player and making her a positive attribute to her team which can make her be more reliable for her teammates. Overtime, Kayla might realise that bad games and bad situations in games will make her more motivated and determined to get better and to put in more effort into her training.

Rugby will reduce her screen device time as she will not have the urge to go on her screen device out of anxiety or boredom and she can spend her time doing something more productive or beneficial. Kayla might also be more tired after long training sessions or matches. As a result of this, Kayla's sleeping schedule will be better, and it will improve her mood throughout the day after good rest. She might spend more time with her family or going out with her rugby friends; this links to her improvement of wellbeing if she has constant distractions so she won't even think about going on devices.

Voluntary sector advantages or disadvantages

In a voluntary sector the quality will not be the highest standard equipment or even new equipment. This can set a low standard if equipment is worn away or damaged- e.g basketballs worn away, hoop broken, no net on the hoop, dusty/unclean court. This won't suit Kayla's needs as she might feel a bit insecure going to a place with bad equipment and playing in a bad environment. This can make her feel like she isn't a good player and that she's not going to a good training which can make her feel less encouraged to go. The range of rugby equipment available will be simply good enough quality to last sessions however not being high quality-this can include flat rugby balls (could also be wearing away), not enough bibs for sessions.

This will not suit Kayla's needs as she will not be able to get the most out of the sessions if there is not enough equipment for everyone and she will have to stay in pairs the whole session which could be frustrating for her. This is also a negative as she might think that she is not getting good training if she is greeted with poor equipment each session. This can discourage her and refrain her from going to that club again. As Kayla is on a lower quality rugby pitch, she might notice that it is a bit more uncomfortable to run on it because it can be uneven or overly muddy.

In high end provisions such as private clubs the access to sporting professionals such as a coach or trainer with good expertise in the sport is quite common as it comes with the price that someone who goes to an elite club pays. It is quite common for players that want to go elite in basketball to get a coach that has trained or has played in the sport meaning they're experienced but for quite a high price. However, this is the opposite case for voluntary provisions as they are not funded well enough to afford personal trainers for their participants. This will not suit Kayla's needs as she will not be able to afford personal training as it is not provided by her local club. This can make Kayla feel less confident in her club if she knows she is not being provided with good coaching.

This wide range of provisions provides different type of skills and level of ability. This will suit Kayla's needs as she is able to change to a different club very easily if she has a problem with the club she's with or if she doesn't get along with the coach. This makes things easy for Kayla because she has lots of different options if she doesn't feel comfortable. She also might choose a different club with a different sport or activity which can make her find new or more sports/activities. This can allow her to reach her improvement in physical fitness.

The access to different physical activities is vast because voluntary provisions are most located in towns and cities. This suggests that there will be multiple provisions in a single borough of a city. This will suit Kayla's needs because she has extremely easy access to clubs around her; one being walking distance from her house. This will decrease the amount of money she will have to pay for transport. This will allow Kayla to easily change clubs if she has any issues such as not liking the way she is coached, if she doesn't like the facilities, if she has a problem with the coach or any of her teammates. As she has a variety of choices of clubs to choose from she can experience all the types of clubs.

The voluntary sector provision tends to be funded by the public. This means that they consist of paying for things such as the facilities they use, equipment used is funded for by

weekly/monthly/yearly subscriptions that participants parents usually pay. The aim is to give back to their community and instruct people (especially the youth) in sport. These provisions are not set up to make a profit- people who give up their time to carry out the sessions. the quality of these provisions is often exceptionally low as they aren't funded well enough in order to afford high quality equipment/coaching. The types of activities provided

vary depending on the speciality of the facility participants will have a range of activities run by a volunteer who's passionate about the certain sport or activity. The volunteers that run the clubs are there more to create bonds and relationships with participants and to motivate them to play rugby and get active. The coaching isn't necessarily the highest quality as the coaches only have a limited amount of knowledge about rugby.

Usually in voluntary clubs' participants will have to pay a very minimum price as either a weekly, monthly, or yearly subscription, these subscriptions are usually ridiculously cheap and affordable. This will suit Kayla's needs as the prices are low income friendly meaning her parents can pay for it without any complications. This allows Kayla to not go through any issues making her must leave that club.

As voluntary provisions are poorly funded it will be harder to provide things such as free team kits and providing transport for away games that might happen in the future. This will not suit Kayla's needs because it can be too costly for her parents to be able to send her on these trips and buy her any additional things she may need when she joins this specific club.

Lots of voluntary provisions will provide their participants with the minimum of toilets and water fountains. However, this will not include food as they will not be enough time in the session to be able to stop for food unless it is a full day camp. This means Kayla will have to

buy snacks on the days she has rugby sessions if she must. This can suit Kayla's needs because during the 1-1.30 hours that she is in her session she will not necessarily need to have food in the session, but she can make the choice in buying a small snack before or after training. therefore, making this suitable for Kayla as she is there to train and not to stop for refreshments.

In voluntary provisions the facilities that are used for the sessions are not owned by the club but are most held in leisure centres or schools. This can cause inconvenience as other events or sessions can be held there on the same day which can lead to cancellations. This will not suit Kayla's needs as the sessions are not consistent which can make her parents not want to pay for her club if it can be seen as a waste of money. This can trigger Kayla's bad mood and arguments with her parents. This may also make Kayla not want to go if her club is inconsistent with holding the arranged sessions. It could cause a big inconvenience to Kayla as it can cause confusion as to where the sessions are held which can contribute to a larger travelling fare depending how far her club is from her house.

In elite sports clubs there is a high chance of them having a personal sports therapist or

coaches with specific fitness skills and knowledge. Personal trainers are used for individual athletes who want to pay lot of money to get into pro and elite leagues. However, this is not the case for voluntary sector as they are not well founded, and coaches aren't professional, but they are regular people who just have lots of passion for their sport. This will not suit Kayla's needs because she can feel that she isn't getting better in her club which can make her lose confidence if she is not seeing any progress with her skills or her fitness. She may realise and feel jealous and not fulfilled by her club if she knows that she is getting coached at a low standard which could discourage her from going.

Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 1) Learning outcome A: Explore types and provision of sport and physical activity for different types of participant				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Limited application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • basic account to justify the chosen physical activities with little relevance of how it meets the needs of the selected participant • basic account of the characteristics and advantages and disadvantages of the type of provision with little relevance to the chosen physical activities and selected participant.	Adequate application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • partially developed account to justify the chosen physical activities with some relevance of how it meets the needs of the selected participant • partially developed account of the characteristics and advantages and disadvantages of the type of provision with some relevance to the chosen physical activities and selected participant.	Good application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • mostly developed account to justify the chosen physical activities mostly relevant to how it meets the needs of the selected participant • mostly developed account of the characteristics and advantages and disadvantages of the type of provision mostly relevant to the chosen physical activities and selected participant.	Comprehensive application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. Evidenced through: • well-developed account to justify the chosen physical activities with specific relevance to how it meets the needs of the selected participant • well-developed account of the characteristics and advantages and disadvantages of the type of provision with specific relevance to the chosen physical activities and selected participant.

Principal Moderator's Commentary

Mark: 11 Marks for Grading Grid 1 for Task 1

- Overall, the learner has shown **comprehensive** application of the knowledge and understanding in these areas.

Needs

- The learner has identified two activities that would be appropriate for the participant in the Vocational Context. They have then justified how participation in their chosen activities will help to meet these needs for Kayla.
- Their account is **well developed**, as the learners has covered a broad range of relevant needs and **explained how and why participation in specific aspects of their chosen activities** will address these needs, on a consistent basis.
- **Specific relevance** to the individual has been demonstrated by linking their justifications back to the **participant** in the vocational context and their needs, though on occasion they have also covered needs with less relevance.

Provision

- The learner's coverage of **provision** is **well developed**, with a range of relevant characteristics, advantages and disadvantages being included. Responses were **specifically relevant** to their **chosen activities**.
- The learner has also demonstrated **specific relevance** to the **selected participant**, by frequently linking the characteristics, advantages, and disadvantages of the provision back to Kayla and her personal situation.

Task 1 Grading Grid 2

Cost of participation

Clothing and equipment.

This barrier is that Kayla will have to buy lower quality kit for training as her parents cannot afford more expensive clothes or rugby gear that she will need. This is an issue for Kayla because she will have to buy the less expensive pieces of clothing. This can make her feel less confident in showing up to the sessions as she can feel insecure if everyone else at her club is wearing the latest rugby boots and new kits. Kayla has the risk of getting made fun of by her teammates because of the quality of items that she is wearing. Kayla will not have the best quality mouth guard or head gear for rugby. Kayla might not even have a chance to acquire the gear as her parents do not have a lot of money to spend on equipment she might need. Kayla might feel responsible for the fact that her parents would be able to afford less things because they are spending lots of money for her clothes which can make her feel guilty. This can drive Kayla to stop playing rugby altogether.

A solution to these barriers is that she can buy second hand clothes from places such as eBay or vinted. This could lead to Kayla buying good products at a value price which can seem more beneficial for her and her parents. She could also consider going to a charity shop to get her clothes from or ask her coach if they have any spare equipment, she might need for example her getting provided with a ball so that she can train after sessions. Kayla could apply to a rugby grant. This means Kayla can apply to get money for her to pay for her gear with no worries of being in debt as you don't have to pay back a grant-she might not meet the qualifications for the grant so it can be rejected. Kayla will feel less guilty for her parents spending a lot of money. This is good for Kayla as she will not have to worry about paying a hefty sum of money for new gear and will therefore feel better knowing she can still go to sessions and not feel like an outsider. She does not want to feel different so these solutions will benefit her. Kayla's guilt will go down about her families' financial situations because she is finding alternatives and solutions causing her parents to spend at least half the amount of money as before. Her parents will feel more confident in buying her gear for her because she has agreed to make do with the cheaper items.

Transport

This barrier is that Kayla might not have a proper mode of transport or the funds to make her journey to and from training. This is an issue for Kayla as her parents are on a low income meaning they wouldn't be able to spend money on her bus fare and most likely can be too busy to drop Kayla to and from her club. This causes inconvenience for Kayla as this could lead to her missing training sessions if she doesn't have a way to get there. She can get moody and be mad at her parents for not being able to provide her with a lift. As a result of this there is necessary frustration from both sides.

A solution to this is that she could ask one of her friends from training if she can get a lift because they already have sessions together. Her parents could buy her a zip card so that her travelling is free, and her parents will only have to top her oyster up when she takes a train- won't be needed because Kayla lives in a town so she will only have to get on a bus. Kayla could request a lift from one of her coaches when she has sessions. Kayla's parents will know she is safe, and they will not have to pay any money. This is useful for Kayla because her parents won't have to stress whether she is safe or not because they can exchange numbers with her friend's mum. If she has a zip card, her parents won't feel pressure to spend a lot of money for Kayla's travelling. It will be easier for Kayla if one of her coaches picks her up to and from training because she can feel more secure as her coach will be consistent in picking her up as her coach also has to make a journey too.

Personal barriers

limited previous participation.

This barrier is that Kayla does not know the rules and terminology in rugby, and this could lead to her being made fun of because of her lack of knowledge. Kayla may struggle understanding rugby concepts that her other teammates may already know creating a barrier with her success. This is an issue for Kayla because she could get embarrassed if she the only one that is full of confusion in training, so she could get made fun of if the others are being mean to her. This could make her demotivated to continue going if she is being left out for not knowing as much as the others even though rugby is quite complex. As Kayla is playing a new sport and learning new skills shows that she can have difficulty learning it. This could make her frustrated and not wanting to play. Kayla will struggle keeping up with her teammates and peers due to her lack of understanding the positions in rugby which could lead to a lot of confusion and frustration for Kayla.

A solution is that Kayla could train after her sessions so that she feels more prepared and can learn about rugby terminology and skills outside of the training. She could spend time doing independent work so that she reduces her risk of embarrassment if she messes up a drill. She will be more confident learning and performing the drills if she has already learnt something beforehand. She can then try out her new skills in the sessions to prove herself to her coaches. She won't feel left out, and her teammates can respect her more due to her dedication to learn.

She can ask her coaches things she can do at home to be better and to improve during the week. She could watch videos on how to perform and improve her rugby skills with the correct technique e.g. passing with a goof spiral. This will help Kayla as she will go into the sessions confidence which can improve her performance.

Kayla could become more outgoing in training the more she learns about rugby and how to perform certain skills. She will get noticed by her coaches to potentially be chosen to go to matches and fixtures. This will boost Kayla's mood and allow her to feel more self-accomplishment because she managed to improve all by herself. She will be able to perform the skills with the correct technique. She might feel more comfortable asking for her coaches for feedback on her performance.

cultural barriers

Parental influence on participation

This barrier is that Kayla's dad is not very fond of Kayla playing rugby which is considered a 'masculine sport.' Kayla's dad does not give her support about her rugby journey resulting in Kayla to have a number of negative impacts. This is an issue for Kayla as she won't feel as confident going to her training if she is filled with bad thoughts by her father. Kayla will fail to attend future lessons as she might fear that it does not satisfy her dad. Her dad might be overly protective which plays a big part in Kayla's rugby because he might not let her or discourage her in playing a contact sport. Kayla's dad has a negative and old school few on girls playing 'manly' sports such as rugby. This leads to a lot of ignorance and lack of support. This contrast in views on rugby could result to Kayla and her dad having many conflicts over it. Kayla could risk losing all passion and motivation she has towards rugby because of her dad's attitude. Due to this her dad might refuse to fund her clubs and cost of gear and additional things he could have to pay for. This can make Kayla unhappy and trigger her moodiness.

A solution to this barrier is that Kayla could engage her dad in more of her training sessions and going to arranged taster days with her dad so she can prove herself to him which can slowly change his view. She could also involve her dad in watching women's rugby or showing him famous and successful female rugby players to show him that Kayla is not wasting her time playing and not

wasting her dad's money by wanting to play. This will allow Kayla and her dad to form a closer bond as they are spending more time together building common interests. This will reduce their past conflicts over Kayla playing. Her dad can be more lenient about her playing rugby and providing a healthy environment where Kayla can talk about her rugby. Her dad could also take time to help her train after sessions, providing more bonding time.

This will help Kayla because she will feel more motivated to go to her future sessions. Kayla and her dad will have a stronger relationship which can stop Kayla's moodiness. Kayla will feel more self-assured that she has her parents' support. She won't feel like she needs to be constantly getting validation from her dad because he is already helping her. Since Kayla and her dad are watching matches together, it could turn to a new hobby. Kayla's dad will be more involved in her rugby journey and go to her training and matches; he will be more eager to learn more about female sport which could make him more open minded. Going to Kayla's sessions with her could give him reassurance that she is safe and will not have to feel too overprotective, so he will not discourage her from wanting to play. This could make her feel excited that her dad is willing to be involved and helpful towards her getting better at rugby.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 2) Learning outcome A: Explore types and provision of sport and physical activity for different types of participant				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Limited application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • basic account of barriers to participation with little relevance to the selected participant • basic account of methods to overcome barriers to participation with little relevance to the selected participant.	Adequate application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • partially developed account of barriers to participation with some relevance to the selected participant • partially developed account of methods to overcome barriers to participation with some relevance to the selected participant.	Good application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • mostly developed account of barriers to participation mostly relevant to the selected participant • mostly developed account of methods to overcome barriers to participation mostly relevant to the selected participant.	Comprehensive application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. Evidenced through: • well-developed account of barriers to participation with specific relevance to the selected participant • well-developed account of methods to overcome barriers to participation with specific relevance to the selected participant.

Principal Moderator's Commentary

Mark: 12 Marks for Grading Grid 2 for Task 1

- Overall, the learner has shown **comprehensive** application of knowledge and understanding in this area.
- The response covers a number of barriers, all of which are **specifically relevant** to the participant, and suggests methods to overcome these.
- The learner has given a **well-developed** account of **costs, limited previous participation and parental influence** as barriers.
- Their account is **well developed** throughout, as the learner has offered detailed explanations of how and why these barriers may be occurring for Kayla, using the information given in the Vocational Context to support these explanations.
- The barriers included **are specifically relevant** to the **selected participant** and the detailed expansions clearly link back to the information in the **vocational context**.
- Methods to overcome these barriers are **well developed**, with explanations of the suggested solutions and how and why they will have a positive impact.
- The methods to overcome barriers are **feasible and relevant** to the **selected participant** and link back to the **vocational context** and the **needs** of the participant.

Tips

- Learners should break their Task 1 response down into three distinct sections:
 - **Needs of the Participant**
 - **Provision**
 - **Barriers to Participation**

This ensures coverage of the breadth of the grading criteria and seems to encourage learners to explore their ideas in more depth as well.

- Learners are reminded that they are allowed to use their own notes to help them complete each of the tasks in this assessment, and these should help them to build this greater depth into their responses.
- Learners should carefully read the Vocational Context to initially identify the relevant needs, provision, and barriers. Referring back to these will enable them to demonstrate ‘**specific relevance**’ to the selected participant in their responses.
- When justifying their choices of activities, learners should use the benefits of participation (in **Section A1** of the teaching content) to justify how their activities will address the needs the participant (in **Section A2**).
- Learners should aim to explain how and why specific aspects of their chosen activities will lead to these benefits and so address the participant’s needs.
- Learners are encouraged to focus on the sector of provision that is given in the vocational context. This will support them in making responses specifically relevant to the given participant. Relevant characteristics, advantages and disadvantages are found in **Section A1** of the teaching content)
- Learners should constantly consider how and why specific aspects of their chosen activities, barriers or solutions to barriers will have an impact or outcome and look to explain these fully. This will support them in producing responses that are well developed.
- More detailed guidance on completion and assessment of all tasks can be found in the [Principal Moderator’s report](#) for this assessment series, on the Pearson website.

Equipment and Technology in Football

Specific equipment and technology for Kayla

Clothing

Football shirt and shorts:

Footballers wear tops which are specifically made to increase their performance. The material of the shirt is very important and has an impact on the players' mobility. The shirts are made of a mix of polyester and elastane (Lycra). This is important for footballers because the polyester in their shirts will keep the players cool and dry as the fibers in the material move moisture from sweat away from the skin onto the outer surface of the shirt where it quickly evaporate into the air. This helps players stay cool when playing which increases their performance. Being too hot when participating in a sport drastically lowers your performance standard as increased body temperature can cause dehydration and decreases muscular endurance. The Lycra in football shirts are particularly beneficial because it creates elasticity in the shirt. Elastane is a polymer that can be stretched out to around 600% of its original length before breaking. This elasticity gives footballers lots of mobility. The shorts are loose fitting to allow full range of movement. It is also light and thin so that the players don't over heat. Kayla will need a proper fitting lycra and polyester top. This will give her a good range of motion. Also, if it fits properly, it will not get caught on anything and other players will not be able to pull it. Alternatively, if it is too tight, her movement may be restricted. Kayla will most likely be playing in all weathers: if she is playing in the summer, the polyester in her top will keep her cool as the fibres will move the moisture from the sweat to the outer part of the top when it evaporates. If she is playing in the winter, she may want to add a compression base layer which will increase blood flow. This has multiple benefits as it will enhance her performance due to her muscles getting to respire more and having more energy, but it will also keep her warmer. However, there can be problems with this kit as specifically manufactured sports shirts can come out to be very expensive. The branded tops which are more high technology such as Nike and adidas will ultimately provide slightly better performance as they are manufactured more specifically and have better quality. Nike academy jerseys and Dri-Fits often range from £20-£50. These will have slightly better quality and may improve performance which is beneficial for more high-level academy football players. These are quite expensive for just one shirt. Kayla's family's financial situation means they cannot afford to spend £20 on just one training shirt. Alternatively, she can buy a non branded or a less popular brand training top such as a Umbro one for only £7.99 from sports direct. Her parents could also look on sites such as vinted and ebay for secondhand clothes that are still in good condition.



Socks:

Wearing specific socks for football is very important for players. Football socks are made of a mix of polyester, nylon and elastic. The nylon and polyester help to keep the feet cool and dry when out playing on the field. Excessive sweat paired with the rubbing of the boots from running around are a nasty combination as this causes blisters on the feet. This is very painful for players who are running around. The pain can slow them down and cause their standard of performance to drop. The elastic in the socks makes them stretchy so they can pretty much fit perfectly to the player and sometimes have ribbing to make the sock more breathable. The socks also have compression so that the player's legs have better bloodflow. This means their muscles respire more so they can play better. The compression enhances their performance. The socks are very important for Kayla because it provides the compression for her calves. Since Kayla is new to the sport, she is much more susceptible to muscle cramping as she will not be as used to this physical demand of running around for 90 minutes. Football requires lots of muscular strength and endurance so the compression socks are beneficial for keeping her from cramping which is much more likely to happen when you are not as used to the sport. The socks also add more pressure on the feet which will enhance her passing and general movement. As a new player, the more support she gets in her skills, the better she will play which is important because it will make her be able to gel more with the team and enable her to play more at their skill level. It can also make her more confident which was one of her aims when starting the sport. The socks keep the feet cool and dry which is important as Kayla has not done as much intense exercise before. This may mean that she will sweat more. The socks are important as the amount of sweat on her feet may affect her performance which could knock her confidence and also prevent her from bonding with her team. The price of football socks can be quite high and can stretch to over £30. This is because brands such as Nike, Adidas, gymshark and puma are more state of the art and provide the absolute best quality. This is more appropriate for professional, semi pro and academy football players. As Kayla is joining a grassroots voluntary sector team, it is not necessary for her to have the best football socks in the world. Kayla can get football socks that are unbranded for £3.60 from sports direct which meet Kayla's needs perfectly. If Kayla does want the best quality socks, she can find nearly new branded socks such as Nike socks which can have a market price of £15+ secondhand from vinted and eBay where it will usually be no more than £7.

Footwear and ball

Footwear:

Wearing the right footwear is very important in football. The type of boot worn depends on the surface that is being played on. The surface types in football are muddy grass pitches, dry grass pitches astro turf, and 3G pitches. On muddy grass, soft ground boots with metal studs are the best because it provides traction and prevents the players from slipping and sliding. On dry grass or firm ground, blades, moulds or conical studs are worn. These can really dig into the ground allowing the players to have a firm grip of the ground. It also allows them to fully accelerate. On 3G pitches and astroturfs, AG boots are best because they have shorter and more densely packed studs which provides better traction. Most boots will have additional padding to provide the wearer with more comfort and support of the foot and ankle, helping prevent injury and improve performance. This padding can also offer extra protection which is extremely beneficial when facing other players in tackles and will help reduce the risk of injury from another player. Finally, football boots that are light weight will still offer cushioning, however will offer additional benefits of being fast drying, breathable and non-hindering to the player due to their light weight. It is very important that Kayla wears the right boots. She cannot just wear any pair of trainers to play football because the right boots will stop Kayla from falling which causes injuries. If Kayla gets injured, obviously it will hurt but more serious injuries could lead to her having to take a lot of time out from the sport. This would completely defeat the purpose of her starting a sport in the first place because she would have to stop so early on so preventing an injury like this from happening is crucial for Kayla. Proper boots also provide the right support for her feet and ankles. They stop her feet from getting too much impact when she kicks the ball and also helps to keep her ankle stabilised when doing loads of running and change of direction. In addition, Kayla is new to the sport and this support is even more important as she will not have developed as much strength in her feet. Proper boots also protect her feet from other players. If they tackle her or trod on her foot, she won't feel as much pain as she would if she wasn't wearing the appropriate footwear. They are also very comfortable as they are designed to support the feet.

Football boots range in prices. Astroturf boots are the cheapest starting at only around £30. Unfortunately, this is not practical for Kayla as she is in the voluntary sector. This would mean that her games and training would most likely be on classic outdoor pitches. The best thing for Kayla is to purchase boots with moulded metal studs as they are best for dryer pitches and still work fine on wet ones. They will also be decent enough if she does end up playing on artificial grass. All in all, they are the most versatile boots since Kayla cannot afford to get a pair of boots for every surface. The price of new boots of this type will unfortunately not come less than £60. If Kayla cannot afford that then she can get an almost new pair of second hand boots that will work just as well on eBay. Alternatively, her parents may look out for sales in shops



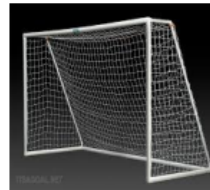
Ball:

In the olden days, footballs were made out of animal bladders however this was changed because they were unreliable. They would often split and could not really be reused several times. As a result of this problem, players started to put the bladders inside a leather casing to prevent the popping and splitting. This was also problematic because the ball was quite heavy. This caused long term problems for players with many players developing dementia in their later years due to heading heavy balls. Now, footballs are fully synthetic. The inside is made of latex or butyl rubber which means that the ball is able to be pressurised. The outside is made of synthetic leather and then coated with polyurethane to stop the ball getting scuffed and keep them in the best condition. It also means that balls can be the right size. There are 5 football sizes, with the first 4 sizes suitable for players under the age of 11. Size five is what older kids, teenagers and adults will use to play with. Since Kayla is 13, she should be using a size 5 ball. As the new age balls are made of better and more advanced material, they are more rounded. This is very good for Kayla because it will mean she has more control when passing, dribbling and shooting the ball. This would allow her to perform at a higher standard. Since she is new to the sport, anything that will aid her control is good. They are also less heavy which is very important for Kayla as she will not have as much foot strength as she will not have done so much intense exercise. It also means she will be less susceptible to injuries. Much like most football equipment, the pricing of the ball ranges. Perfect quality balls which are used for the premier league and international matches can be quite expensive. Premier league size 5 balls can often cost for example £124.99. These are high brand high quality footballs that are often Nike or Adidas. This is not necessary for Kayla. She can get decent quality balls between £10-20 for her own personal practice. Kayla may have access to better quality balls through her football team as it is quite common for voluntary teams to be donated/gifted balls as part of initiatives.

Safety Equipment & Goal Posts

Safety equipment

It is compulsory in football to wear shin pads. You are not allowed to play football if you are not wearing shin pads. Shin pads reduce injuries as the studs of other players can hurt you easily and shin pads protect you from this. One type of shin pads is slip in shin pads. Slip in shin pads are easy to take on and off, are lightweight and provide good protection. They are held in place by a shin pad sleeve which goes over the shin pad and under the socks. Another type of shin pads is ankle shin pads. These are shin pads which go under the heel and strap around the calf. These are good because they also support the ankle and provide more protection. The final type of shin pad is shin socks. Shin socks have the padding of traditional shin pads. These are good because they have perfect accurate placing which is better for younger and newer players who don't know or find it difficult to correctly place a shin pad. For Kayla shin pads are very important because she is new to the sport. Realistically, she will be playing against players with slightly more experience. She may not be as used to tackling and the pads will protect her shins. Shins have no muscle so she needs that extra protection from tackles. For Kayla, I would recommend wearing shin pad socks for multiple reasons. One reason is because she is new to the sport and has little experience so she may not know where to place the shin pads. The shin socks take away this problem. Also, they would be cheaper as she wouldn't need to buy socks and shin pads as they come together. The shin pads come at several prices. The prices range depending on the quality and the price of the shin pads. Better quality shin pads are more expensive. Kayla can get shin socks to get a 2 in one and lower the over all price and she can get cheap second hand ones for £6.61 on eBay considering her family's financial situation is tight.



Goal posts

The goal posts are the bars of metal that the net attaches to to create the goal. The goal posts are made of unplasticised polyvinyl chloride (UPVC) which is a synthetic polymer, steel or aluminium. This is because they are more durable and weather resistant. They last longer and can withstand all the wear and tear of violent football matches. The crossbar is made of aluminium as well. The crossbar is the bar at the top which connects the two side goal posts. In football the standard goal post dimensions are 7.32m for the crossbar(width) and 2.44m for the side goal posts(height) this is for U15 and older in 11 a side games and is the standard size for teen and adult football. There are different sizes depending on age as younger players are smaller and need to learn using smaller goals. U13+ use posts with a crossbar of 6.4m and side posts of 2.13m. those under this age do not play more than 9 a side games and uses smaller goal posts. U7-U10 only play 5 a side games with posts of a 12ft width and 6ft height. For Kayla, she will be playing 9 a side games and using posts of a crossbar width of 6.4m and a side post height of 2.13m. This is good for her. Since she is new to the sport, her not playing full sized games and using a slightly smaller goal is beneficial as it means she is able to learn and can be eased into playing football rather than starting full sized football. As it is not too different from full sized games Kayla will still have a feel for a proper football match while still learning and getting used to the sport with an easier way. In terms of cost, the price of goal posts as usual depends on the quality and size of it. Smaller goalposts can be as little as £20 but they are usually not the best quality and are not beneficial for Kayla as she is too big and too old to be using them effectively. The best quality, stadium goal posts can cost near to £10,000 but this is also not beneficial to Kayla as she is joining an U13 local grassroots team which would not require or afford these kind of facilities. Posts for teams like Kaylas will often cost between £1000-£5000.

Facility & Smart Watches

Facility

There are several different surfaces that football is played on. The first one is grass. Grass is what professional matches like the premier league and international matches are played on. It is aesthetically pleasing. Grass pitches are affected by the weather and can get very muddy during rainy months and very hard and dry during summer months. The pitch needs to be maintained meaning regularly trimmed and painted. The pitch can also get easily damaged from people using it. Another surface is astroturf which basically is fake grass. It is made of nylon, polypropylene or polyethylene. It doesn't get affected by weather and requires pretty much no maintenance. Unfortunately, the ball travels quickly on it and friction burns are easier to get. 3G pitches are made of artificial grass and rubber crumb. It doesn't require much maintenance, and it is not affected by the weather. Players would not get any friction burns from this type of pitch. However, they can be quite expensive. You can also play football in a sports hall. There are lots of types of floors on sports halls for example vinyl flooring or acrylic. Indoor halls means that it can be played in all weathers. However, the ball travels really fast and there is greater risk of injury while playing football in a sports hall. For Kayla, the best surface is 3G. Since she is new to football, she can have a feel for the normal grass in a way but also reap more benefits. No real grass means no real mud and Kayla will get less dirty. Also, since 3G makes no friction burns, that is one less injury that Kayla will have to worry about acquiring. They are also more reliable as they work in all weathers and her boots will work no matter what the weather is. It can also mean she can get more playing time as her games will not be cancelled due to weather meaning she can improve faster and enjoy the sport for more time. However, building a new 3G football pitch can cost up to £1 million. This means that there will not be as many of these around and they might only be accessible to richer clubs and may not be as accessible for grassroots teams like Kayla's



Smart Watches:

Some athletes who play football wear smart watches. Some of the smartwatches that people commonly use are Fitbits, Samsung Galaxy watches and apple watches. People also can purchase some cheaper watches such as huawei watch, poco watch, and gear geek which are not as pricey. Smart watches can be quite beneficial as they can do multiple things for sports people. The monitor several fitness statistics such as heart rate, number of steps taken, distance covered, body fat percentage and much more. People use smart watches to monitor their stats so that they can track their progress and development and have statistical ways to see their improvement. For Kayla, A smart watch would help her with her football. The watch can measure her heart rate which is a good indication of the work rate in the match. She can also see her heart rate over time to see if the football is really helping her fitness. More exercise strengthens your heart muscles so she can measure over time and see if the football is improving her fitness as her resting heart rate will get lower over time. This was one of Kayla's original goals when she first wanted to start a sport. Something Kayla will not really need on the watch is measurement of body fat percentage as weight loss was not one of Kayla's goals and is not necessary in this instance. The prices of smart watches varies. More higher brand watches from companies such as apple, Samsung and FitBit are very expensive and can be over £1000. However there are some cheaper brands more suitable for Kayla. For example, a Ruimen smart watch which only costs £23.99 from Amazon. A smart watch is not a necessity for Kayla but it can be helpful, so a cheaper one is more suitable. She does not need all the facilities that the super expensive watches have so she can just get a cheaper one with the basics on it.

Officiating Equipment

Whistle microphone earpiece and VAR

Professional referees use molten valkeen whistles. These whistles make loud high pitched sounds and also enable them to hold the whistle securely in their hand. These whistles mean they can be heard over roaring crowds. They can also be heard easily through the whole pitch so that all players can follow the game efficiently and know what is going on at all times. It is easy for them to hold which is important because they still need to be able to blow the whistle even when they are really sweaty from running as they need to run a lot to be able to keep up with the game and officiate the game. If they drop the whistle, they will not be able to communicate with the players so the whistle need to be easy to grip and hold. The referees also wear a microphone and an earpiece. This is because they need to be able to communicate with other officials. They need to be able to talk to and listen to them. For example, they need to speak to officials when players are being subbed on and off. The molten valkeen whistle cost £60+. VAR stands for video assistant referee, and it is technology that is used to review certain decisions in a football match. A group of 3 people watch video footage of the match as a result of a decision the main referee made which he is unsure of. VAR is used to review goals and violations that precede them, red and yellow cards, penalties and offside. They review the footage and if the video proves a violation has not been made, referees' decisions can be overturned. VAR is important because it helps to make the game fair.



Time:

Limitations of using technology in sport

Using VAR takes time away from the game because the referee needs to leave the pitch and turn his attention away from the game to look at the VAR. This means that the time needs to be stopped because play cannot continue as it is not fair for play to happen without anyone watching to regulate it. It can cause the match to lose its flow, and players can get distracted while out of play. For example, players may be waiting for a long time and their heart rate would have decreased. This decreases the flow of blood and therefore oxygen which then decreases the rate of aerobic respiration. This lowers the overall standard of play, which can be frustrating for players, spectators and officials.

Access to technology:

Access to technology greatly depends on where people live and the amount of money they have to spare. People who have lower income Not all of the technology used in football is majorly inaccessible but those with access to the technology that is more state of the art will have an advantage over the players that do not. Not having the latest tech is a disadvantage for some players because those with more high-quality equipment and technology can perform better and improve at a better and faster rate. For example, some players will have access to better quality equipment and more of it if they have more money or they play for a higher level team. They may have access to better goal posts and may have some at home as well as the club. This puts them at an advantage because they are able to practice more often and more effectively. They may also have access to better kit and boots which would enhance their performance as they might have a better quality shirt which may be moisture absorbing so the players can regulate their body temperature better.

Cost:

Cost of technology is quite a big limitation because not everyone can afford to get the latest state of the art technology. This means that these people are at a disadvantage as people who they are against who can afford the best quality technology will have more things to enhance their performance and they will have an easier time performing to a higher standard. For example, Kayla's family may only be able to afford to provide her with the basic necessities of football such as kit, shin pads and boots. This could put her at a disadvantage as she could be against people who could afford better technology. In comparison to those who can afford to have the best, high quality, state of the art technology in football, they will be at a disadvantage. People with more money can afford more than just the basics in football, they may be able to buy an expensive smartwatch which can track and monitor their fitness for example which ultimately improves their performance.

Usability:

Not all technology is that easy to use. Some is easier to use than others but some things such as smart watches may be a slightly more difficult to use and understand than others such as the shin pads. This can be difficult for the older generation as they may struggle to use it as some of it can be very complicated to operate. For example they may not be able to use a smartwatch as they may not know how to do it. This differs from the younger generation who are very used to and exposed to technology meaning they will be able to track their progress and fitness while older people cannot which puts them at a disadvantage. Not only older people, but people at a lower level of football may also struggle to use some of the technology as they would not have as much access to it so wouldn't have the knowledge to be able to use it.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Limited application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a basic account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with little relevance to the selected participant and chosen physical activity • a basic account to justify the choices of technology to take part in the chosen physical activity with little relevance to the selected participant and chosen physical activity	Adequate application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a partially developed account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with some relevance to the selected participant and chosen physical activity • a partially developed account to justify the choices of technology to take part in the chosen physical activity with some relevance to the selected participant and chosen physical activity	Good application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a mostly developed account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity which is mostly relevant to the selected participant and chosen physical activity • a mostly developed account to justify the choices of technology to take part in the chosen physical activity which is mostly relevant to the selected participant and chosen physical activity	Comprehensive application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a well-developed account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with specific relevance to the selected participant and chosen physical activity. • a well-developed account to justify the choices of technology to take part in the chosen physical activity with specific relevance to the selected participant and chosen physical activity

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity (<i>continued</i>) Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity				
	a basic account of the benefits and limitations of using technology for participation in the chosen physical activity with little relevance to the selected participant and chosen physical activity.	a partially developed account of the benefits and limitations of using technology for participation in the chosen physical activity with some relevance to the selected participant and chosen physical activity.	a mostly developed account of the benefits and limitations of using technology for participation in the chosen physical activity which is mostly relevant to the selected participant and chosen physical activity.	a well-developed account of the benefits and limitations of using technology for participation in the chosen physical activity with specific relevance to the selected participant and chosen physical activity.

Principal Moderator's Commentary

Mark: 11 Marks for Task 2

- Overall, the learner has shown **comprehensive** application of knowledge and understanding in this area.
- The learner has justified the use of a range of clothing, equipment and technology with consistent depth and detail.
- Their account is **well developed**. The learner has fully expanded their responses to justify how and why the clothing and equipment are important for performance and participation in the chosen activity.
- The learner has expanded their responses to include **well-developed** accounts to justify the use and benefits of technology, mainly by discussing the technological developments of the clothing, footwear, and equipment, along with a slide on wearable smart watch technology.
- Clothing, equipment, and technological developments **are specifically relevant** to both the **chosen activity** and the **selected participant**. Some of the officiating equipment discussed (eg VAR) would not be relevant to the given participant.
- The learner has included a mixture of **mostly and well-developed** accounts of the limitations of technology. These are **mostly relevant** to the **chosen activity and the selected participant**.

Tips

- To access the higher marking bands, learners need to fully **justify** the choices of clothing, equipment, and technology they include.
- **Justifications** may take the form of detailed explanations of how and why these items would be important for their chosen activity, and the impacts they would therefore have on performance and participation.
- The learners may also consider the experience level, needs and personal circumstances of the individual in the vocational context, and the relevance of their suggestions to these factors.
- Doing this will support learners in evidencing **specific relevance** to both the **selected participant** and to their **chosen activity**.
- ‘**Technology**’ does not simply refer to electronic devices. Learners can also evidence achievement of this grading criteria by discussing the technological developments of clothing, footwear, and equipment, as per **Section B2** of the teaching content. This learner has done this very effectively by discussing the technological developments with each piece of clothing and equipment they have covered.
- Electronic technology can also be included. However, reference to wearable technology such as GPS devices, smartwatches, mobile phone apps etc. is likely to be **significantly more relevant** to the participant than Hawkeye or VAR systems.
- Centres should ensure familiarity with **Section B3** of the teaching content to support addressing the **limitations of technology**.
- Again, learners are reminded that they **are able to access their own notes** when completing this assessment and should use these to ensure they cover all key areas and provide the detail and depth required to move up the marking bands.

Task 3 / Learning Outcome C

Learning Outcome C: Be able to prepare participants to take part in physical activity.

Sport : Football

Considerations for Kayla:

Kayla is a fit and healthy with no conditions or complications. person who is also young at only 13 years old. This means she can run at quite high intensity but due to her age and the fact that she is still growing, we need to consider that she doesn't exert herself too much. We also want it to be engaging as she is a child and wants to have fun

Considerations for Kayla:

She is a beginner to the sport so it is important she does the mobility exercises properly. Since she is new to the sport her joints may not be as used to moving in certain ways. We also don't want her to over rotate her limbs as they are still growing.

Pulse Raisers

1) Jogging



2) side steps



3) Tag



Explanation:

- 1) Participants will stand in a circle and jog on the spot for one minute. It eases them into the warm up.
- 2) Participants will do sidesteps along the length of the court and back on doing this facing the left then the right
- 3) One participant is the tagger. They will all be limited to one third and the tagger has to try and get the others

Mobility Exercises; include 4 mobility exercises :

- 1) Open the gate
- 2) Squat
- 3) Ankle rotations
- 4) Waist rotation with the ball

Explanation:

- 1) Participants raise leg up to a 90 degree angle and then rotate their hip out 90 degrees.
- 2) Participants stand with feet shoulder width apart and bend their knees as low as they can go with their back straight.
- 3) Participants balance on one foot and rotate their other ankle
- 4) Participants are in pairs. They stand back to back and twist to pass each other the ball without moving their feet.

Sport : Football

Warm up

Considerations for Kayla:

Kayla is still young and growing so she shouldn't exert herself too much. Over stretching is bad for you and really hurts so Kayla should make sure not to overstretch as she will be injured before the match even starts.

Considerations for Kayla:

She is still just a young teenager and should take it easy during the warm up as too much intensity can tire her very quickly and she will be tired before the match starts and will not be able to perform at as high of a standard.

Stretches:

Walking lunges



1) Herd the sheep



2) Standing quadricep stretch

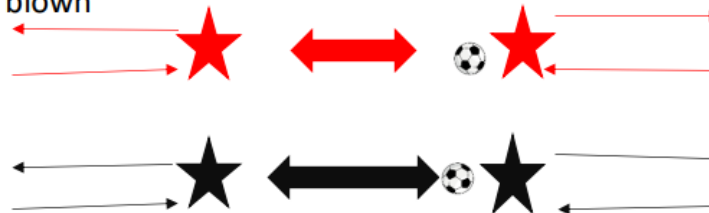


Explanation:

- 1) Take a step out and then bend back leg and go as low to the floor as possible without touching the floor. Both knees should be bent
- 2) Stick one leg out with the heel on the ground and toes pointing upwards. Leg should be straight. Sweep the ground with hands
- 3) Stand on one foot and hold the other foot by the ankle and pull it as far up towards your glutes as you can.

Sport/activity specific; 1 activity

Passing in pairs then a sprint when the whistle is blown



Explanation:

Participants are in pairs. They pass to one another in pairs back and forth until the whistle blown and they have to turn around and sprint in opposite direction to what they were facing all the way to the end of the court.

Pulse Raiser

What actions the participant completed

For the pulse raiser, the participants did Jogging on the spot, side steps and a game of tag. I have designed this so that the participants are slowly and gradually increasing in intensity to get them prepared for their match or training session ahead effectively. They begin with jogging on the spot. This relatively simple drill is of lower intensity Where the participants will simply do a jog in the place they are in. They will do this for about one minute. The drill following this will be side steps. The participants will start by facing the left and will take fast side steps to the third line and back making sure they are bending their knees quite low and lowering their back to increase the speed of the steps. They will then repeat this facing the right. They will keep alternating between left and right until the minute is up. This ups the difficulty and also the intensity as we are increasing the speed and also adding direction. The final activity is the game of tag. There will be one participant who is trying to tag any of the other three participants and make them become the chaser. The participants will be limited to one third of the court as the smaller space means they will have to run more and faster to avoid getting tagged. They will do this activity for about one minute before we move on.

Explain why?

It is very important for the participants to do a pulse raiser as they need to get their heart beating faster so that they can pump more oxygenated blood to their muscles. This needs to be done so that the muscles can respire and have energy so that the participants can play football. Due to this respiration, your body is producing more carbon dioxide and this is not good for the body and needs to be removed from the body through breathing. This is one of the reasons why pulse raisers are important as they increase the breathing rate which is a way to get rid of the carbon dioxide in the body. Pulse raisers start off slow and steady and then gradually increase the intensity. This is to ease you into high intensity exercise. Exercising without doing a pulse raiser can be bad as you have put your body under lots of sudden physical strain. Respiration is an exothermic reaction meaning that heat is produced due to respiration. This is good for the muscles because it increases muscle pliability. Muscles work better when they are warm. It also increases your flexibility which is important in football because it gives an enhanced range of motion, allowing for players to change direction quicker. It also helps with injury. I have chosen these particular pulse raisers as they do all of the above and also replicate some of the movements used in football. The final activity of my pulse raiser – a short game of tag – ignites the competitive edge necessary for football.

Justification

Doing a pulse raiser is very important for Kayla. Her body will not be as used to physical exhaustion as most of the people she would be playing with and against because she is new to the sport and has not done that much exercise before. This means pulse raisers are very important as it eases her into the physical work her body is about to go through. Due to pulse raisers warming up her body, Kayla will be less susceptible to injury, and it reduces this risk for her. Getting injured just as she has started playing the sport defeats the whole point of starting in the first place. An injury may mean that she is not even able to play the sport again and, even when fully healed, injuries may psychologically damage her ability to perform at her highest standard and could make her not want to do the sport anymore. Kayla is also only 13 years old so she needs to have a nice and simple pulse raiser so that she can understand it, not have to do anything too difficult but also reap the benefits of what the pulse raiser is supposed to do for her body going into higher intensity physical exertion. It also allows her to respire aerobically more as anaerobic respiration creates a product of lactic acid which is not good for your body and hurts your muscles. This may also make Kayla not perform as well and could put her off the sport. The final activity of the pulse raiser that I chose was tag. This is really good as this is fun and appeals to Kayla since she is quite young and makes football even more enjoyable for her.

How will I teach it

I will teach the pulse raiser through a demonstration of each activity. I will also participate with them so that I am an active coach and want to lead by example. I will not be participating in the game of tag; I will be officiating that and timing it. I will, however, participate in the jogging and the side steps so that the participants can get a proper idea of exactly how it is performed and the speed I would like them to do it at. While they are doing it, I will be walking around observing how the participants are doing the activities and giving corrections if anyone is doing the technique wrong. I will also be giving some encouragement to make sure that they are feeling motivated.

Mobilisation

What actions the participant completed

The different mobilisation activities being completed are squats, open the gate, ankle rotation and waist rotation with the ball. I have designed this section of the warm up so that the participants are mobilising different joints every time and making sure that each one is applicable and necessary to football. They start this section of the warm up by doing open the gate. Open the gate mobilise the hip joints. For this exercise the participants will raise their leg up to 90 degrees and then open it out to the side 90 degrees while keeping their other leg still. They do this on both legs alternating. For squats, Participants stand with feet shoulder width apart and bend their knees as low as they can go with their back straight. For the ankle rotations, participants balance on one foot and rotate their other ankle. For the waist rotation with the ball, Participants are in pairs. They stand back to back and twist to pass each other the ball without moving their feet.

Explain why?

These exercises are important. After a pulse raiser this activity lowers the breathing rate and the heart rate as it is lower intensity. It reduces the risk of injury as the tendons and ligaments become more pliable and allow more range of motion. These exercises increase the production of synovial fluid in the joint. The first mobility exercise is open the gate. This is important because this allows the hip joint to be lubricated as they need to be able to move their hips really well so that they can run fast and strike the ball with lots of power. The next mobility exercise is squats. This is important because it lubricates the knees which are essential for football as there is a lot of running and kicking involved in football. This reduces the risk of injury as players having stiff knees would be painful if they tried to kick. It would also mean that they cannot kick as accurately which decreases the quality of the performance. The next mobility exercise they are doing is ankle rotations. These are important because they are really important in running and jumping so they need to be strong so that they don't get injured. You also need your ankles to kick with the inside of your foot which is the proper technique for kicking in football. The final mobiliser is waist rotations. This is important for football because you need to be able to turn a lot in football and change direction.

Justification

Doing mobilisers are very necessary for Kayla. Kayla is new to the sport and may have never used some of her body parts in certain ways before. She may not be used to moving her body to the extent required. It is important she does the mobiliser so that she doesn't get injured since she is new to the sport. The squats are important because as a beginner, she may have stiffer knees than most. The squats will lubricate her knee joints which is important as it will mean that she will be able to keep up with more experienced players. Kayla will also be doing open the gate. Kayla has never done football before so she may not have the same range of motion. In football, the ball is kicked using the inside of the foot. The ball can only be kicked with the inside foot if the leg is turned out from the hip. Kicks are more powerful with a more turned out hip. Kayla may also find herself more susceptible to injury as she may over turn her unlubricated hips and cause injuries as severe as dislocation. Ankle rotation is also a mobiliser that she will complete. It is important because football has a lot of fast changes of directions and her ankles need to be very strong and mobile in order for her to play effectively. Since she has not played before, her ankles will be weaker than most meaning that she will not be as able as others to change direction and accelerate when she is running. Also, if she tries to do it like the other girls, she could cause herself injury such as rolled or sprained ankles or even in severe cases, breaks as her ankles are not as mobile. Doing ankle rotations will begin to increase the mobility. The same goes for the waist rotations. It is also important to remember that Kayla should not try to over rotate her joints while doing these mobility exercises. Mobilisation is built up and she must take it slow and not force it otherwise she could cause herself injury before the game has even started. We should also consider that Kayla is only 13 and all of her limbs are still growing. She doesn't want to exert her joints too much as over working her body when it is not ready could tamper with her growth.

How will I teach it

I will teach the mobilisation activity by doing a demonstration of each of the exercises to show how to do it. I will not physically be participating in the exercise. I will be timing the exercises to make sure they have done it for an adequate amount to ensure they are properly ready for their football match. I will also be walking around and giving critiques and corrections if anyone is not doing the exercises right to make sure that they are actually reaping the benefits of the exercises as doing it incorrectly does not have the same positive benefits on your body and means they are not properly warmed up. I will also be giving encouragement to the participants so they don't give up.

Stretches

What actions the participant completed

The participants are partaking in three different stretches. The dynamic stretches they will be doing will be walking lunges and herd the sheep. The static stretch they will be doing are standing quadriceps stretch. I have designed this so that all the important muscles in the leg are being stretched so that they can perform their best with really stretched muscles in their game. The first stretch they will be doing is walking lunges for this participants will take a step out and then bend back leg and go as low to the floor as possible without touching the floor. Both knees should be bent. The next stretch is herd the sheep. For this, participants will tick one leg out with the heel on the ground and toes pointing upwards. Leg should be straight. Sweep the ground with hands. The third stretch is standing quadricep stretch. For this participants will Stand on one foot and hold the other foot by the ankle and pull it as far up towards your glutes as you can.

Explain why?

These stretches are very important. Stretches make your tendons and ligaments more pliable and make your muscles more flexible . The first stretch is walking lunges. The lunges stretch many muscles in the lower body which is important for football. They stretch the gluteus maximus, hamstrings, gastrocnemius and quadriceps. These muscles are all extremely important for football. The calves play an important role in providing a final push needed to propel your body upwards and forwards. Strong calf muscles lead to improved speed and endurance. Not stretching could make the calves stiff and tight. This would risk injuries as you might pull the muscle trying to run to your maximum ability. Herd the sheep stretches the hamstrings. The hamstring muscles are responsible for knee flexion. They are important for explosive movements in football such as sprinting, kicking and changing direction. If these are not stretched they can get injured very easily when trying to do these explosive movements making you unable to play. The standing quadricep stretch stretches the quadriceps which are at the front of the thigh. Quadriceps contribute to quick changes of direction, ball control, effective dribbling and strong kicks. Not stretching the quadriceps could result in injury and they could struggle to effectively perform their necessary football skills.

Justification

Stretching is essential for Kayla. As a beginner, she will not be as flexible and will need to build up some strength and flexibility in her muscles. Having strong muscles is important in football because players need to be able to sprint, jump and kick powerfully which requires a lot of strength in the lower body. Kayla is new to the sport so does not have the required strength and will need to build it up. To get to the level of more experienced players, she will need to have strength in her legs. This will mean she needs to do the stretches such as lunges, herd the sheep and standing quadricep stretch to help build the strength. Trying to do things that require a lot of strength when the body does not have that strength could result in injury to the muscle for Kayla, so she needs to do the stretches so that she can build up her strength and also her performance. She also needs to stretch so that her muscles become more flexible. Flexibility in football means that you can be faster and also more agile. It also means that you can stretch your body easier for example when trying to tackle in defence. Kayla has not really done much sport before meaning she will have average flexibility. She needs to be slightly more flexible in order to increase her standard of performance in football and so that she doesn't get injured as forcing your muscles to stretch can cause injuries like pulled muscles. It also must be considered that she is new to the sport and shouldn't over stretch in the warm up as she shouldn't exert her body too much before the match has even started. Muscle pliability takes some time to build up and forcing it too early will only cause soreness and injury. It must also be noted that Kayla is still young and that her growing needs to still be safe when stretching.

How will I teach it

I will teach the stretches by doing a demonstration of the stretches and show the participants the correct way to do each of them. I will not do the stretches with them from the entirety of the time for the stretching. I will be timing the stretches to ensure that the participants are doing it for an adequate amount of time so that the stretches are actually having a positive effect on their muscles. I will also be giving encouragement to the participants as stretches can be quite sore especially for beginners so it is important that they keep going despite the muscle strain. I will also give critiques to those who are not doing it incorrectly as the muscles will not be stretched if they are not doing it properly which invited the risk of injury.

Sport Specific Activity

What actions the participant completed

This activity is a football based drill which involves two vital football skills: passing and running. This drill is passing in pairs and then a sprint when the whistle is blown. For this drill the participants are in pairs. They pass to one another in pairs back and forth until the whistle blown and they have to turn around and sprint in opposite direction to what they were facing all the way to the end of the court and back.

Explain why?

Doing a sport specific activity in the warm up is very important. The whole point of the warm up is to prepare the body for the sport so it is important that the sport is incorporated somehow into the warm up. This mentally prepares you for the actual movements involved in football. In this activity the participants have to pass the ball to each other and sprint when the whistle is blown. This is very useful because passing and sprinting are the two main components of football. Not only this, but it makes your heart rate rise to the level it was during the pulse raiser as it would have dropped due to the low cardio rate of the mobilisers and the stretches. This will increase the blood flow in your body meaning your muscles can respire and you will have more energy to play football. While these are the physical benefits, partaking in a sport specific activity during a warm up also has some mental benefits. Doing this gets your mind in the zone and gets you concentrating on the actual sport. It also has you focusing on the proper skills that are needed to win a football match.

Justification

Particularly for Kayla, this sport specific activity is very important. She is new to the sport so the more practice she can do that is more similar to football, the better. Kayla has never played football before so familiarising her with the sport and surrounding her with the sport is vital for her. If she does not do a sport specific activity, she may go from the stretches straight into the match feeling unprepared and unfamiliar with the ball. The stretches help sports specific activity may help to ease her mind and mentally prepare her as she is not used to the environment of competitive sport. More physically, Kayla has just don't mobilisers and stretches which do not put any strain on her cardiovascular system or require her pulse to raise, since the pulse raiser, her pulse would have lowered between these two activities but it is important to get her heart and breathing rate increased again before the match starts so that she has more blood flow to respire and is more ready for the match ahead. It is also important to still consider her youth and her experience level. While the intensity should be increased, it should not be increased too much as too high intensity may get her too over tired and she will be fatigued before the match has even started. While she does want to raise her pulse, it is important that she is not too tired before the match starts.

How will I teach it

In order for the participants to effectively do this exercise, I will teach it by demonstrating it with one of the participants helping me. It is important for the participants to see how to do the activity so that they can do it efficiently. I want everyone to understand the drill so they are fully prepared both mentally and physically for the match ahead of them. While they are doing this I will give critiques about anyone's football technique if they are doing it wrong. I will also be giving encouragement, encouraging them to keep going, to up their work rate and to increase their speed and reaction time in both the passes and the sprints.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Preparing participants to take part in sport and physical activity – Part 1 Learning outcome C: Be able to prepare participants to take part in sport and physical activity				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Limited 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. Evidenced through: - a basic warm-up plan with little relevance to the selected participant and chosen physical activity - a basic 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 little relevance to the needs of the selected participant and chosen physical activity.	Adequate 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. Evidenced through: - a partially detailed warm-up plan with some relevance to the selected participant and chosen physical activity - a partially 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 some relevance to the needs of the selected participant and chosen physical activity.	Good 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. Evidenced through: - a mostly detailed warm-up plan which is mostly relevant to the selected participant and chosen physical activity - a mostly 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 which is mostly relevant to the needs of the selected participant and chosen physical activity.	Comprehensive 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. Evidenced through: - a fully detailed warm-up plan with specific relevance to the selected participant and chosen physical activity - 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.

Principal Moderator's Commentary

Mark: 12 Marks Awarded

- Overall, this learner has shown **comprehensive** application of knowledge and understanding in this area.
- The warm-up plan is well developed. It includes all three phases of the warm-up, as well as a sport specific activity. The plan outlines all activity that will take place with detailed descriptions of what the participants will do and how it will be delivered.
- The justifications are **well developed overall**. The learner has justified each section of the warm-up in terms of the **effects on the cardiorespiratory and musculoskeletal systems**, the **chosen activity**, and the **individual participant**.
- **Specific relevance** to the **chosen activity** and **individual participant** is demonstrated with good links to the movements and muscles used in football, and to some of the information about Kayla given in the vocational context.
- **NB Learners are expected to include pulse raisers, mobilisers and preparation stretches as part of their warm up. They are permitted to also include a sport specific section too if they wish, but this is not mandatory and should not therefore have any impact on final overall assessment decisions.**

Tips

- Learners should ensure they cover all **three components** of the warm-up; **Pulse Raiser, Mobilisers, Stretches**.
- Sport specific activities can be included too but are optional.
- Learners should **include fully detailed descriptions** of the activities they intend to include in each of these components of the warm-up.
- **Diagrams and pictures** may help the learners to do this more effectively.
- Learners should then ensure they **fully justify** the inclusion of the activities in each of these components of their warm up.
- These justifications may reference:
 - **Effects on the cardiorespiratory and musculoskeletal systems.**
 - Importance for **performance and participation in the chosen activity.**
 - **Benefits for the chosen participant**, in terms of the information given about them in the **vocational context.**

Task 3 Grading Grid 5

The video recording of this learner delivering their warm up is included with these materials. Please refer to the accompanying video file:

Task 3 - 2501 ESM High Learner

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Preparing participants to take part in sport and physical activity – Part 2 Learning outcome C: Be able to prepare participants to take part in sport and physical activity				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Limited practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • basic demonstrations of activities in a warm-up with minimal use of appropriate teaching points to support participants • rarely provides appropriate support to participants when taking part in a warm-up.	Adequate practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • adequate demonstrations of activities in a warm-up with some use of appropriate teaching points to support participants • sometimes provides appropriate support to participants when taking part in a warm-up.	Good practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • competent demonstrations of activities in a warm-up with a range of appropriate teaching points to support participants • frequently provides appropriate support to participants when taking part in a warm-up.	Confident practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Evidenced through: • effective demonstrations of activities in a warm-up with a wide range of appropriate teaching points to support participants • consistently provides appropriate support to participants when taking part in a warm-up.

Principal Moderator's Commentary

Mark: 12 Marks Awarded

- Overall, the learner has shown **confident** practical delivery for this task.
- The learner has covered all three components of the warm-up and evidenced a **consistent** level of enthusiasm for the task.
- **Effective demonstrations** were consistently evidenced. The learner usually used accurate, visual demonstrations.
- A **wide range of teaching points** were provided on a **consistent** basis.
- The learner was **consistently** verbally engaged, observing and providing **support** to participants throughout the warm-up. He offered regular feedback to improve, as well as praise and encouragement.
- The learner maintained a **consistent** level of engagement and verbal involvement throughout the entire session, constantly observing the participants and giving instruction.

Tips

- **Video evidence** should be produced in a quiet environment and with the camera close to the leader, in order to allow the leader's verbal comments to be clearly audible. The use of a **microphone** can significantly strengthen the quality of evidence provided.
- The camera should predominantly focus on the leader at all times, rather than following the participants in the session.
- When leading the warm-up, learners should avoid long periods of standing back and/or being silent. This is often particularly evident whilst the participants are active and taking part in exercises and pulse raisers.
- The strongest leaders demonstrated consistent monitoring of participants and verbal engagement with them throughout.
- **Teaching points** may be related to technique for stretches and mobilisers but could also include other areas such as; instructions on how to complete pulse-raising activities, information about muscles or joints being stretched, physiological impacts and benefits of the exercises, or links between the exercises and the activity being prepared for.
- **Giving support to participants** can take many forms, such as; Observing participants, giving instructions, offering feedback, correcting errors, giving praise etc. Centres should ensure they are familiar with **Section C3** of the teaching content.
- Learners should avoid reading directly from a set of notes. This approach seems to stifle the leaders' natural personalities and is not conducive to a confident delivery. Notes can be used but are best utilised as a reminder and a guide only.
- Learners delivering a warm-up should direct all comments to their participants, and not speak directly into the camera.