

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

Low Mark Exemplar

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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 3 (Low Mark)

Total Marks Awarded: 26

Task 1 / Learning Outcome A

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

Task 1

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

I have been tasked with selecting two activities for a 13 year old girl named Kayla. Kayla is a girl who likes sports that have a high level of competitiveness for example: football, boxing, weight lifting and rugby, furthermore she does dislike some sports these are: netball, gymnastics and dance. Kayla's parents are encouraging her to begin in sport for a lot of reasons, these are mainly due to her mood after being on social media, also they want her to join a sport for fun and her overall fitness. Her dad comes across as old fashioned and doesn't really like the idea of her playing sports that he sees to be a man's sport eg football and rugby this is shown by him not watching these types of sport with her. However she has seen clips of the england women's team of both football and rugby via clips and this has given her a view on why she wants to play a more competitive sport. Her family is part of a category with a low revenue meaning certain things may be out of bound . She also lives in the town centre so is in a good location for activities that can be reached easily via walking or other means of transport. The vocational context also mentions that where she lives there are a lot of voluntary clubs, this is good due to her family's low income and therefore low budget (this is stated in the vocational context). Some of her friends have joined clubs but where she lives there is more available to boys meaning she may have to join a boys club. Finally she is afraid that she won't be good enough due to her being a newcomer. This shows that Kayla has low self esteem. Going back to social media, she is always in a mood and causing arguments once she gets off social media. This is a problem for her parents and therefore one of the reasons they are encouraging her to start participating in a sport.

There are 3 different types of sectors: private, voluntary and public that are available and could all be an option for Kayla. The private sector is the most expensive sector and is not state-controlled. It is the most expensive due to it being privately owned and the business having to make an annual profit not like the other categories. This means that it is not in a lot of people's budgets. The private sector has higher funding so therefore has a higher quality level of equipment. The voluntary sector is usually free and is run by organisations who are non-governmental whose primary purpose is to create a social impact rather than profit. They are there to provide a sociable and enjoyable time for the participants. The voluntary sector has little funding this means that the equipment will be of the lowest level. The public sector is controlled by the state and has little to no charge, it does a variety of activities just like the private sector but with lower quality equipment, this is due to the lower budget it has than the private sector. I think the voluntary sector would be a good fit firstly because it is in close range to Kayla's house and most are within walking distance or can be easily reached, this is mentioned in the vocational context. Also the voluntary sector will provide her with a variety of fun and enjoyable activities which is also mentioned in the vocational context.

Everyone undertaking physical activity faces barriers to their ongoing participation, these could be: access, budget, time, gender, clothing, and culture. Access being a barrier to sport could be a variety of things from location to a disability the participant may have. First off location access is a key barrier this is because there are more options available in a big city than a small town, This is due to the funding being higher in a city. Another barrier is budget, budget is a barrier because everything has a price and as a participant you may have a low income therefore a low budget. This would lead to limited options which may not include your desired sport choice. Also time is a barrier, one reason could be your job or other commitments for example if you had a child or an ill family member. Gender is also another barrier

The first activity I have chosen for Kayla is tag rugby. There are a variety of reasons why I have chosen tag rugby these are: Kayla's preferences, dad's preferences and the sector like pricing etc. I

think tag rugby is a good fit for Kayla because it's not only in the voluntary sector which means minimal pricing it also ticks a lot of her boxes and her dad's too. It is a good choice because Kayla likes rugby and wants a physical sport to participate in. While it pleases her dad by not being as physical as ordinary rugby. Also tag rugby is in the voluntary sector meaning the pricing will be very low sometimes may even be free.

A potential barrier to Kayla's participation in tag rugby could be a variety of things such as access to her own gender clubs, her belief in her performance and what her dad wants. The first barrier is access to her own gender. This is stated in the vocational context where it mentions that some of her school friends, who have changed similar activities have had to join a boys club due to the lack of places and options for girls such as herself. Another barrier is her own self belief. This is also stated in the vocational context where it says she is worried about joining a new club because she is afraid that she won't be as good as the others in that club due to her being a new member. And finally one other barrier is that her dad doesn't want her to be in a sport that he sees as a male sport and this won't help if there are boys in her club, also going back to the last point this could affect her confidence because she may not be as strong as the boys in her club meaning it might affect her confidence leading to her self belief plummeting.

The second sport I have chosen for Kayla is boxing. I have chosen boxing because it is a good fit for Kayla and ticks a variety of boxes stated in the vocational context. Firstly, I believe boxing is a good sport for Kayla because it is a physical sport and Kayla has watched it before, this will mean she will have some sort of understanding and will be good for her fitness due to the high demands of a boxer. Also boxing is highly available in the voluntary sector so will have minimal pricing just like the previous sport tag rugby. With boxing being part of the voluntary sector, this means that Kayla will be in a close vicinity to a boxing club due to her living in the town centre which is stated in the vocational context.

A potential barrier to Kayla's participation in boxing once again could be the same barriers or very similar barriers just like tag rugby. Firstly a barrier could be the access to her own gender, this is mentioned in the vocational context where it says about some of her friends having to join boys clubs. This may not be good for

Kayla because she may not have an option to be in her correct weight and gender category, leading on to her dad when he believes she shouldn't do a predominantly male sport and a really physical sport such as boxing.

In conclusion I selected the activities of tag rugby and boxing because i believed these were the best options on offer for kayla. There are advantages and disadvantages but I believe these are the right choices not just for kayla but for her family too.

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.

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: 5 Marks for Grading Grid 1 for Task 1

- Overall, the learner has shown **adequate** application of the knowledge and understanding in these areas.
- The opening page of the response is a recap of the vocational context. It contains little justification and is therefore mostly not creditworthy.
- The learner has covered needs, barriers and to some extent provision at various points throughout the account.

Needs

- The learner has identified two activities that would be appropriate for the participant in the Vocational Context.
- Justification of how these will meet needs of the participant **are partially-developed**. They often become a discussion of the barriers and how this activity will overcome them, rather than how it will address the relevant needs.

Provision

- The learner has chosen to cover all three sectors of provision. They have provided **partially developed**, mostly generic accounts for each of these which have little relevance to the vocational context.
- The learner has provided **some relevance** to the selected participant in the vocational context for the voluntary sector though.
- Overall, the work is **adequate** and **partially developed**. It has been placed in **the middle of Mark Band 2 and awarded 5 marks**.

Principal Moderator's Commentary

Mark: 5 Marks for Grading Grid 2 for Task 1

- Overall, the learner has shown **adequate** application of knowledge and understanding in this area.
- The response covers a number of barriers, which are **mostly-relevant** to the participant and link to the vocational context.
- The learner has given a **basic** account of the barriers, providing little explanation of how and why they may be occurring.
- The learner has given a **partially-developed** account of the methods to overcome these barriers, mostly whilst justifying their chosen sports and activities.
- Overall, this response provides **adequate** application of knowledge and understanding. It is placed in **the middle of mark band 2 and awarded 5 marks.**

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.

Technology in football

Click to add subtitle

Clothing

Lightweight clothing - this is important part of equipment as it will be an easy access and as it being lightweight it gives her full potential of what she's worth and is comfortable with easy access with on and off.

Under armour/skins - these accessories will regulate her body temperature and will keep her warm at all times and still gives her the ability to move about without reducing her ability on her movement .

Socks / grip socks - grip socks enhance foot grip and stability within your shoes. These specialized socks reduce internal slippage, improving comfort and performance while also helping to prevent common injuries associated with sports activities. Grip socks have sticky pads on the sole, typically made out of silicone or rubber.



Footwear

Football boots-they are a special accessory in football as they help you keep your ground quick turning on wet and damp weather and most of all its full support to help you whilst you play which stops slipping and falling on silly conditioned weather.

astros/football boots studless- these specific boots are more used for indoor games such as indoor football but they give you grip on ur soul to stop you from slipping inside or falling over they are the same as football boots but made with different intentions .



These have metal studs as above says for extra grounding strength



These are specifically made without studs to use inside or for a kick about not during actual games.

Equipment

Football - is a circular ball pumped with air and is passed around a pitch with a team the idea of a football is to chase around and put it in the back of the net. Kayla will need to play with a size 4 for her age group, it is important she has the right size ball for her age group to develop properly and improve and also to avoid potential injury.

Goal posts/netting- the net is a target a bit like rugby but is built with a netting around the posts so that way you certainly know that there was a goal scored without seeing it and within the net when the ball hits it makes an impact to prove there was a goal but the posts hold the structure from the front to the back .



Protection equipment

Shin pads -they come in handy for 50/50 challenges where you partially hurt somebody on purpose which shin pads come for protection and take less of the pain/damage done to your shins, This will give Kayla more confidence when playing as she will be less likely to get hurt. She is also less likely to get injured which would result in her not being able to play for a while which might affect her confidence and her fitness.

First aid kit / medkit - incase of injury or broken bones there should be medical equipment or even a medic to come along and help support the injury because injury is quite common if you don't listen to your coach by stretching or warming up properly and that's how people pull hamstrings or tear a ligament or even at the worse case break a bone .

Facilities

In football there are multiple facilities which base on the pitch as in these photos are 3 different types of pitches as in astro turf , grass and indoor astro turf and within indoor the weather doesn't affect the pitch because it's got a cover for protection and outdoor astro turf shouldn't be much different as it stops flooding and brings out more potential in players as there's no lumps or holes within the pitch area but the grass one is highly paid attention to incase animals start digging if there's bad weather next day they will protect it and etc but these pitches all have different advantages within their own space .



Officiating Equipment

Officiating equipment requires being qualified in refereeing skills and passing your tests within these rules it means you are able to take teaching points within the course and interact with others within a calm manner and A quality whistle is essential for referees to be heard clearly on the field. Watch: A watch is essential to keep track of time during the game. It should have a stopwatch function to keep track of the game time, as well as a countdown timer to indicate when halftime and the end of the game are approaching. Within these referees having a whistle will lower the chances of bad tackles or outbreaks on other players .

CLASSIC UNIFORM

SHIRT

- Long or short sleeve
- Yellow with black pinstripes
- Men's or women's

BADGE

- U.S. Soccer Federation with current year (securely fastened to shirt over left chest).
- The badge should be for the highest grade for which the referee is currently qualified

SHORTS

- Black shorts
- Bottom edge of shorts not less than 3 or more than 7 inches above the top of the knee cap

SOCKS

- Black socks
- U.S. Soccer Federation Referee Program 2-stripe socks

SHOES

- Black shoes
- Black laces (may have white manufacturer's design)



Performance analysis

In football there are certain achievements and things to improve your ways of playing style and Performance analysts is one and it play a crucial role in modern football, helping teams maximize their performance through data-driven insights. They collect and analyze data on players and matches, providing valuable information that helps coaches and players improve their game. once the data is collected and transferred to the players/coaches they will review what it's saying and they will improve their performances and what they can do better by what the performance analysts is saying this also comes with tracking there performance and their playing style and they are useful to see opponents playstyle and there strategies which gives an advantage on what to do and what to not do as in some game situations they use it in and out of possession which focuses on when a team has used similar tactics to their own team but it also provides things for coaches to improve as well as the players which could change the game style or even how they



Fitness trackers

Kayla could use a sporting vest to track her heartbeat the distance she travelled and also her fitness levels which would be an advantage to show what she needs to work on and what she doesn't as she's just a beginner and wants to know what she's capable of.

Kayla could use a watch to trace her heartbeats as well as the sporting vest but during a game she can't wear that as it's no jewelry/accessories allowed but whilst training it could do the same thing as a vest but smaller easier to access and out the way.



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: 6 Marks for Task 2

- Overall, the learner has shown **adequate** application of knowledge and understanding in this area.
- Their learner has given a **partially-developed** account to justify the use of the chosen clothing and equipment, which is mostly relevant to the chosen sport, with some relevance to the selected participant.
- The learner has included a **partially-developed** account of the use of technology and the benefits and limitations of this technology on a consistent basis throughout the work.
- There is **some relevance** to the chosen activity and **little relevance** to the selected participant.
- Overall, there is an adequate application of knowledge and understanding. It is awarded at the **top of mark band 2 for 6 marks**

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.

Component 1 – Task 3 – Planning and Delivering a Warm-up

Introduction: A warm-up is preparing and stretching that is done before your exercise or play a game. Pulse raiser (a warm-up that gradually increases the heart rate), mobilisation phase (it mobilises the joints of the body to help with the range of motion needed for physical activity. should be small movements), preparation stretch phase (it increases the flexibility and blood flow to your muscles which limits the chance of a muscle pull and joint pain). A warm-up is needed to get ready and “warm-up”, it also helps with muscle soreness and lessens injury risk. Kayla will need to warm up to be ready and she especially needs it since she is not the fittest but for her age it won't be too hard to warm-up since she is 14 years old and would want her to get injured or have sore muscles. A warm-up helps cardiorespiratory system by increasing blood flow to the muscles and increases body temperature.

Activity Selected: i have chosen rugby

	Activities Selected	Justification
Phase 1 (3-4 mins) Pulse-raiser	● slow paced jog to the cones and back for 5 runs. keeping your head up so it's easier to breathe and make sure you don't jog too intensely. ● star jumps for 1 minute with your leg at the width of your hips and make sure to breathe in and out. ● burpee for 10 reps. get down into a push up position then get up and jump.	The slow paced jog will warm up your legs and will make your heart start to beat more and more each step. star jumps will warm up your arms and legs, it warms up your legs by jumping constantly, this will increase your heart rate even more. your arms get warmed up by swinging your arms from your side to above your head. burpees help cardiovascular health, saving time, max out efficiency and the overall intensity will boost heart rate and improve heart health.

Phase 2 (3-4 mins) Mobilisation Phase	● high knees. head up, chest up, bring knees above the hips, slow pace, good range of motion, and drive arms. ● heel kicks. head up, chest up, bring heels to bum, slow pace, good range of motion, and drive arms. ● leg swings(front to back). santing foot-raise on to toes, keep swinging leg straight, swing through front to back, gradually increase range of motion. ● arm swings and circles. keep arms straight, head up, chest up, start with small circles, gradually increasing range of motion to larger circles.	I have picked these warm ups for the mobilisation phase because I believe these will help out Kayla the most for when she is preparing to play rugby. This phase works on the joints and the range of movement, allowing you to gather all of the information you need to run the contract.
Phase 3 (3-4 mins) Preparation Stretch	● standing hamstring stretch. one foot forward, back foot at 90* to the front foot, sit into the stretch on the back foot, to increase the stretch, pull the toes of the front foot towards the head. ● standing quadricep stretch. stand on one leg and get balance, keep knees together, head up, chest up, push hips forward to extend the stretch. ● groin. one foot out to side, lunge to one side, with weight over bent leg, Walk hands across to other side to stretch other groin in lunge position. ● triceps. Arm straight up, Bend to reach between shoulder blades, Use the other hand to gently push down on the elbow to stretch the triceps. ● deltoid. Pull arm across chest, keeping arm straight, Hold arm below elbow.	I have picked these drills because they stretch the legs and arms which Kayla would need in rugby. These stretches will prevent Kayla from injuring herself and play the best that she can. Performing dynamic stretches prior to physical activities has been shown to help prepare your muscles for the activity. It may also help improve your performance in an athletic event or exercise. It also Improves your performance in physical activities.

Phase 4 (3-4 mins) Activity-specific Activities	● bulldogs. one person starts and tries tackling others to join there team.	this drill will be good for her because it will make her want to try not get tackled which means she will most likely try to run away from them while doing it.
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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: 5 Marks Awarded

- Overall, this learner has shown **adequate** application of knowledge and understanding in this area.
- The warm-up plan is **partially-developed**. It includes all three phases of the warm-up, briefly outlining the activity that will take place with descriptions of what the participants will do.
- The justifications are **basic**, but do show some relevance to the **chosen activity** and **individual participant**
- Overall, there is adequate application of knowledge and understanding, with the work being placed in the **middle of Band 2 and awarded 5 marks**.

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 Low 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: 5 Marks Awarded

- Overall, the learner has shown **adequate** practical delivery for this task.
- The learner has covered all three components of the warm-up included.
- **Adequate demonstrations** were consistently evidenced throughout the warm up
- A **minimal use of teaching points** was evidenced to support these demonstrations
- The learner sometimes provided appropriate **support** to participants throughout the warm-up by occasionally observing and offering some corrective feedback.
- The learner spoke mostly to introduce an exercise, and was often quiet while participants were completing them.
- Overall, there is evidence of adequate practical delivery with the work being placed in the middle of Mark Band 2 for 5 marks.

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.