

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

Medium 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 2 (Medium Mark)

Total Marks Awarded: 43

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

Task 1-preparing to take part in sport and physical activity

After reading this scenario provided, I have chosen the sports that I would think that would be most suitable for Kayla are football and rugby.

I have chosen football because after reading her needs football seems like one of the best options for her because the town, she lives in has a variety of clubs for girls and a lot of girls from her school who take part in these types of activities so this might push her to do it. Football is an invasion game and team sport; she has shown interest in this sport before watching tv and videos of the England women's football this would get her out the house away from her games and change her mood which would make a happier and more positive environment around her. With football being a team sport, this would increase her confidence and she could possibly make new friends who have similar interests this would benefit social life and her mental health getting her away from her technology making her a happier person this could be to do with the release of endorphins. With this being a voluntary provision, the coaches would probably have had some experience in football making them more passionate, this could also push her to become passionate. With Kayla's family not having a lot of money available a voluntary provision is perfect because it doesn't cost much compared to a public and private provision. This could also remove the barrier of her dad not supporting her. This sport would also improve her cardiovascular fitness and physical fitness because in football there is a lot of running also it is a contact sport also with her being in secondary school.

I have also chosen rugby because rugby it is also an invasion and team sport, it also meets her needs as rugby is a team sport this can help her socialise and build her confidence over time, this would help her social life and her mental health by making her happier due to being away from technology and the release endorphins. This could possibly help her make new friends with similar interests making her become more passionate. This also gets Kayla out of the house and she will not be on her technology as much making a more positive attitude and environment. Rugby is also a high intensity sport with her being 13 years old

she will get the appropriate amount of exercise for her age category, also with her town having a vast number of clubs for sport. Rugby as well as football are very popular sports so a lot of girls will be doing either of the sports, with this being a voluntary provision the coaches are likely to have had some past experience of the sport making them more passionate about the sport possibly pushing Kayla on to trying harder and boosting her confidence, also with this being a voluntary provision it doesn't cost that much compared to public and private provisions, this is better for Kayla's family with them having a low disposable income. This would also increase her cardiovascular fitness and physical fitness with this being a contact sport and there is a lot of running with rugby being a very contact-based sport if she isn't too confident, she could start on tag rugby and as her confidence progresses and she then can start regular rugby.

A voluntary provision is completely voluntary so the people who lead/manage the provision doesn't make money of doing what they are doing, they are likely to have past experience in the sport. With the coaches doing a voluntary provision they are likely to be passionate about what they do so this is likely to push the participants on to try harder. voluntary provisions are likely to have quite a few participants due to them not being too expensive so the more people that will be participating, there is more chance they would push people on to do more and build each other's confidence up along the way. Some advantages of a voluntary provision are that it isn't expensive meaning it is open to a wider audience and for the likes of a family with a low disposable income they can let their children take part in an extracurricular activity, another advantage could be that they are likely to be in an accessible location so travel shouldn't be an issue for people trying to participate. Some disadvantages could be that the equipment might not be up to date due to the provision being voluntary or another disadvantage could be that due to the accessibility and due to the price, there might not be enough spaces for someone to join this provision, also due to this being a voluntary provision the coaches might not be as developed or qualified for what they do this could possibly affect how the children develop skills in the long run.

I have chosen a voluntary provision for Kayla because her family has a low disposable income and a voluntary provision wouldn't cost much at all so it wouldn't affect the family in much ways. Another reason is some girls at Kayla's school take part in these activities she is interested in this could push her along and it would help her build her confidence and if she had others pushing her along, she would be more ambitious to take part distracting her from the technology making her a happier person and it would create a healthier environment in her house hold instead of her arguing with her parents. Also, voluntary provisions are likely to be in accessible places so travel shouldn't be too much of an issue, a number of clubs are in walking distance for her and she lives in the centre of the town so nothing shouldn't be really inaccessible.

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: 9 Marks for Grading Grid 1 for Task 1

- Overall, the learner has shown **good** 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 justified how participation in their chosen activities will help to meet some of Kayla's needs.
- Their account is **mostly-developed**. They have explored some of their ideas but have not consistently evidenced sufficient justification of **how and why participation in specific aspects** of their chosen activity will address the needs of the participant, to be able to achieve Marking Band 4.
- The justifications provided are a mix of **mostly relevant and specifically relevant** to the selected participant's needs.

Provision

- The learner's coverage of **provision** is **mostly-developed**.
- The learner has covered several characteristics, advantages, and disadvantages of voluntary sector provision.
- For the factors that have been covered, the responses are **mostly relevant** to the chosen activities and the selected participant.

Overall, this response demonstrates good application of knowledge and understanding. The depth, quality, and specific relevance of some of the work places it at the top marking band 3 for **9 marks**.

Task 1 Grading Grid 2

Barriers

A barrier is something that can stop you from doing any sport or physical activity, barriers to sport could be transport, family problems, your location can also affect the sport or activity you want to do, barriers are basically anything that can get in the way of sports activity/physical activity. Effects of this is that it can stop you from getting the exercise you need for your body, causing weight gain, it may also cause health problems as you'd possibly gain weight and maybe would lead to things like diabetes.

Confidence

I think that the possible barriers for Kayla would be the fact that she lacks self-confidence and thinks that she will not be as good as the other people on her team as she'd be new to it, if Kayla had low self-esteem, it could affect her mental health and then eventually it will lead to her missing school which then means bad grades, then failing GCSEs which leads to struggle when it comes to getting a job after she leaves school.

Since Kayla lacks confidence, we can always get her to practice the sport outside of training so then she'd be able to get even more exercise and extend her skills further with extra practice so then she doesn't feel as if she is bad at the sport, then she won't fall into a struggle with mental health and missing school.

Gender

Or another would be that there aren't as many girls' sports teams which means that her and some other girls would have to join a boys' team, although this would be a problem because as soon as she and the other girls hit the age of 14, she won't be able to play sports with boys after that age, and if she struggles to find a girls' sports team then she won't get the exercise in as she'll have no club to go to and no team to play for.

When you get to the age of 14 you must play single sex sports, to help Kayla continue the sports she likes after the age of 14 all girls could potentially come together to create their own team as there won't be enough girl teams in general for them to play for. This will benefit Kayla as she'll be able to reach her goal of gaining physical endurance and enjoying it with the people around her who also find interest in it.

Financial

The scenario also tells us that her parents don't have money available for Kayla to get started in a new sport, which then means no kit or equipment for her to use. If she has no kit, she could feel embarrassed as she won't be dressed the same as everyone else there which she could then start to feel conscious about what she wears in front of other people, and if she keeps feeling self-conscious about what she wears it can affect her body image and how she sees herself.

Considering Kayla's parents don't have much money to spare for her to do the sport she can go to voluntary clubs which would then supply her with kit and equipment, so her parents don't have to fork out money to pay for anything. This will benefit Kayla and her parents so then they don't have to worry about Kayla not fitting in with the clothing and they can focus on paying things like bills and mortgage.

Phone

We also get told in the scenario that she's always on her phone and whenever she comes off it, she gets in a mood and ends up having arguments with her family, this means she socialises less with friends and anyone else around her. Socialising is important as it helps with confidence and you gain skill from talking to larger groups of people all the time, but Kayla clearly doesn't socialise much when she's occupied by her phone, if she argues with her family constantly, she'll get distant from them and will lose the strong connection with her family which will affect not only her mental health but her family too as they won't speak often, and if they get distant from one another, the family will start to feel like they did something wrong because Kayla isn't socialising with them anymore and will always have a negative mood.

Joining sports will overcome this as it will keep her off her phone and reduce stress, when you do at least 60 minutes of physical activity a day during the week your body will release endorphins which reduces stress and anxiety. Endorphins help with any mental disorders, so when Kayla starts to take part in these activities more and more overtime, there will be a change in her attitude and mental wellbeing. This is important as the arguments will die down and she'll stay close with all her family, which will keep them all happy as they won't lose the bond with her.

Her dad

We also see in the scenario that Kayla finds interest in women's rugby, football and boxing but, her father does not agree with women doing sports like this as he believes that it is inappropriate for women to take part in such activities, this could

make Kayla feel as if she's disappointing her father by taking part in football and rugby. Kayla could then start to rethink her decision of wanting to play for these sports teams.

To help with this situation we can always try and get Kayla to explain how she has a passion for these sports, and by taking her dad to football fixtures/games that she is playing in so he can see how good of a player she is, and maybe he would realise how happier his daughter is by participating in these activities and because she is staying off her phone, which then means less arguments with her family and her mood is increased, and her dad would obviously want to see his daughter happy and he wouldn't want to stop that just because he doesn't agree with the sports she would like to take part in.

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: 8 Marks for Grading Grid 2 for Task 1

- Overall, the learner has shown **good** application of knowledge and understanding in this area.
- The response covers a number of barriers, all of which are **specifically relevant** to the participant.
- The learner has given accounts of **cost, low confidence, single sex sessions and parental influence** as barriers, along with solutions to overcome these.
- These accounts are a **mixture of partially and mostly-developed**, with the learner offering some explanations of how and why these barriers may be occurring for Kayla and the impacts solutions may have, using the information given in the Vocational Context to support these explanations.
- The barriers included **are specifically relevant** to the **selected participant**. The learner has also included some reference to technology as a barrier and justified this for the selected participant, using the information in the scenario.
- Overall, this response provides good application of knowledge and understanding. The variable depth of the responses is balanced against the specific relevance to the given participant, **placing it in the middle of the marking band for 8 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.

Task 2 / Learning Outcome B

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

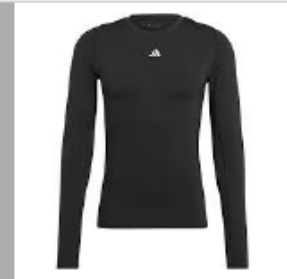
Component 1 - Task 2

Course: BTEC Tech Award in Sport
School: Forest Gate Community School



Appropriate Clothing: Tight fitted top

<https://www.totalfootballdirect.com/adidas-techfit-long-sleeve-tee-black>



A piece of clothing that is used in **football is a tight fitted shirt.**

This is worn so when **kayla's playing against a team no one can pull her shirt** and to show that team **kayla's playing for and her number.**

This is important for Kayla because if people **were grabbing her shirt and pulling her** it could lead to **her becoming frustrated when she is playing.** Also by her having the same shirt as everyone else in her team she will **feel part of the team** and look the same as everyone else which **will make her feel part of the team. If Kayla wore different to her teammates she may feel left out or feel uncomfortable.**

The main benefit of wearing a tight fitted shirt is not being held back. This will improve her performance as she is less likely to be tugged back during a game allowing her to keep the ball and have a better performance.

The main limitation of a tight **fitted shirt is that kayla may feel uncomfortable as she may feel like its restricting her movement** or constricting. The tightness of the shirt **might make her feel self conscious or uneasy which could affect her comfort level throughout the match.** It could also make Kayla feel self conscious because it will show her body as it is fitted **which could lead her to feel uncomfortable as well during the game.**

Appropriate Clothing: Football shorts

<https://www.adidas.co.uk/spain-lro-23-pro-shorts/H114331.html>



Another piece of clothing that is used in football is shorts.

This is worn so when kayla's playing she moves with freedom, which allows her to run, kick, and play easily during the game. Furthermore shorts are lightweight and breathable which helps the players stay cool and comfortable while playing. This is important because a game of football is played for 90 minutes which means she needs to be able to stay cool while playing as this could affect her performance.

This is important for kayla because they give her freedom to move around easily on the pitch which will make her comfortable enough to play the game effectively as the shorts are lightweight and will allow her to focus on her performance without feeling restricted by her own clothing.

The main benefit of wearing shorts is that they allow her to move freely which keeps her focused during her match.

The main limitation of football shorts is that they might not provide enough protection for kayla against certain types of injuries compared to longer shorts. In contact sports like football players would get tackled, shorts leave the leg exposed to scrapes, bruises and cuts.

Appropriate Clothing: Grip socks

<https://www.amazon.co.uk/grip-socks-football/s?k=grip+socks+football>



One last piece of clothing that is used in football **are grip socks. Grip socks have a stick on bottom which gives you more grip when you are changing direction.**

This is worn so kayla gets **better grip into her football boots** which could help prevent her boots slipping off which could decrease her performance and **cause rubbing in the boot which could lead to blisters if she wore normal socks.**

This is important for kayla as it helps **maintain stability and prevent slipping in football.** The grip socks could **enhance her performance by giving her better traction , allowing her to move more confidently and swiftly on the field without risk of slipping.** This will allow Kayla to change direction better and **enhance her performance during training and games.** If Kayla feels confident she will then lead to having a better game which will boost her confidence and she is more likely to attend football sessions regularly.

The main limitation of wearing **grip socks is that it could feel too tight or restrictive which could slightly affect her comfort.** As Kayla is new to **playing football regularly this might lead to Kayla having to get used to the socks at the start but will slowly start to get used to it.**

Appropriate Equipment: Shin pads

<https://www.kitlocker.com/products/nike-fc-e-football-shin-guards>
:0



A piece of equipment used in football are shin pads. This is used to protect your shins and prevent injuries. Shin pads are made of plastic at the front and are used on the shin as this is one of the main areas which can be hit with boots when playing especially when going in for the ball. On the inside of the shin pad it is a foam material to make it more comfortable to wear while you are playing. Some shin pads have a strap on them to keep the shin pad in the correct place.

This is important for Kayla because this is her first time playing the sport and if she gets injured she could possibly lose interest in football and could possibly put her in a bad mood unless she gets shin pads that fit her properly and won't slide off.

The main benefit of shin pads is that it will decrease risk of injuries and it would help kayla keep her being able to play if the ball hits her shin or if anyone kicks her shin. Another benefit could be that it could reduce her fear in being hurt as she would play confidently as she knows that there's something protecting her from getting injured.

The main limitation of the shin pads would be that because her parents are low income they won't be able to get her shin pads that are comfortable and that fit her leg as they may have to get one size that fits all but doesn't fit Kaylas leg properly or cover her shin fully. This could lead to her feeling uncomfortable whilst shes playing as it may slide off her shin which could possibly include her getting injured. Another limitation is that when playing at a high intensity there is normally a build up of sweat in the shin pad which can rub and feel uncomfortable. This could lead to Kaylas performance dropping.

Appropriate Equipment: Football boots

<https://www.ebay.co.uk/itm/394263015033>



A piece of equipment used is **football boots**. Football boots are **normally made of a leather material or a breathable material with plastic or metal studs on the bottom**.

This is important for Kayla as she could **train comfortably and safely and prevent her from getting injured if she has the right type of studs**, if she's playing on **grass she would need to have studs that have bullet studs on them but if she's playing on concrete or astroturf she would need to have astros** as if she was to wear astros on grass she would slip and get injured. However, if Kayla gets **plastic studs she will be able to use them all different types of surfaces**.

The main benefit of having football boots for Kayla will be that she will be able to have **good grip when playing football when she is dodging or changing direction**. This will improve her **performance and confidence while she is playing**. Another benefit of football boots is that they can be used in **different weather conditions**. If Kayla has trainers and played while it was raining then it **might lead to her slipping over and injuring herself**.

The main limitation of wearing football boots is that it may **slightly get uncomfortable** as she's playing as it might give her blisters at the **start as they have to mould to her feet which would make her not want to wear the shoes again and wear them in**

Appropriate Technology: Thermal Clothing

A piece of technology that is used in **football is thermal clothing.**

This is used during **winter as it will get very cold and it will keep you warm as you play.** This is important for kayla as during the **winter months she will stay warm as she walks to training and as shes training as there are multiple clubs in her local area as she lives in a large town.**

The main benefit of kayla **wearing thermal clothing is that she would be able to make an effort to go training as she would be warm and comfortable** as the walk is not far from her house which means that she would be able to train all winter.

The main limitation of the **thermal clothing is that it is expensive.** This is a limitation for kayla as her parents are low in income so **kayla won't be able to get some thermal clothing unless she saves up her pocket money** and asks her parents for a few change to buy herself thermal clothing which would help her with **going football consistently even if the weather is poorly**



<https://www.fruugo.co.uk/o-neck-shirt-base-women-thermal-underwear-long-johns-for-women-thermal-clothing-second-skin-winter-female-thermal-suit/p-117590151-246962982>

Appropriate Technology: Team App

[https://www.teamapp.com/?_d
etail=v1](https://www.teamapp.com/?_detail=v1)



A piece of technology that kayla may use could be **her team app.**

This is used to stay **updated on matches and the players information.**

This is important for kayla as shes **always on her phone so she would be able to get live updates of when her next match would be** and information on if there's any new players or if anyone has moved positions.

The main benefit of the **team app for kayla is that she would be able to be stay on track with when matches are or if matches are cancelled due to weather conditions as it is important to know if there's any new changes to avoid complications.** Her parents could also use the **app to see when her team is playing to be able to support and build a good relationship between her and her dad.**

The main limitations of the **team app it may glitch and wont update any updates** or they may put the wrong information up which could confuse the players. Another limitation is that Kayla already spends a **lot of time on her phone, this means by having an app she may use this as a way to be on her phone more often which will not help with the issues which are already there.**

Appropriate Technology: Youtube

<https://www.youtube.com/>



A piece of technology **used is youtube.**

This is used to **observe and be able to practice new skills and techniques as she could watch videos of someone playing using different techniques whilst playing.**

This is important as it could help her **at training and at matches depending on the ability her teammates play at which could slightly make it hard for her teammates to keep up with her.**

The main benefit is that watching **football YouTube videos can help you learn new skills, tactics, and strategies from professional players and coaches.** which is a good way to improve in your game

The main limitation is that **relying on football YouTube videos for learning is that it may not provide personalized feedback to your specific needs and abilities.**

is that Kayla already spends a **lot of time on social media already, this means by having an app she may use this as a way to be on her phone more often which will not help with the issues which are already there.**

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: 9 Marks for Task 2

- Overall, the learner has shown **good** application of knowledge and understanding in this area.
- The learner has given a **well-developed** account to justify the use of the chosen clothing and equipment. The learner has expanded their responses and included justification of how and why the clothing and equipment are important for performance and participation in the chosen activity on a consistent basis.
- The learner has included a **mixture of partially and mostly-developed** accounts to justify the use of technology, mainly addressed through the technological developments in clothing and equipment. The benefits of these technologies are **mostly-developed**, with the nature of the actual developments being **partially-developed**.
- The benefits of technology are often specifically relevant to the chosen activity and selected participant.**
- The learner has included **mostly-developed** accounts of the limitations of technology on a consistent basis throughout the work. These are **often specifically relevant to the chosen activity and the selected participant**.
- Overall, this is a **mixture of good and comprehensive** application of knowledge and understanding, and straddles the line between the Mark Band 3 and Mark Band 4. It is awarded at the **top of mark band 3 for 9 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.

The three phases of a warm up are pulse raiser, mobiliser and preparation stretches. Kayla needs to make sure she completes all phases of a warm up before going into the skill activity and the main activity which is football.

Pulse Raiser

The first phase of a warm up is a pulse raiser. These are activities that gradually increase the heart rate. A game that I have chosen for the pulse raiser is Rats and rabbits. A group of people are rats and the other group is rabbits, as the teacher I would say rat or rabbits, if I say rats the rabbits would chase the rats run to the cone they win if the rabbits tag one of the rats the rat is out, if I say rat the rabbits are going to run and the rats are going to try to catch them. This is good for Kayla as it gets her ready for the same type of movements in football such as sprinting and having to react quickly to others which could be her teammates or the other team.

To organise the students I will

- Line up one 2 lines each, the rats and the rabbits.
- I will explain to the students how to play this game and to tell who is the rat and who is the rabbit.
- I will give examples of how to do it.
- I will then check if anyone wants to ask any question about the game, I'll have to answer it.
- They will spend 5 minutes on the pulse raiser.
- I'll stand in the middle of the lines and say rats or rabbits so they are able to hear me easily

One of the effects the pulse raiser has on the cardiorespiratory system is increased heart rate, therefore Kayla will get more oxygen to her working muscles. Her heart and lungs are working harder because the intensity has increased during the pulse raiser, this means Kayla will need to remove carbon dioxide quicker which also means her depth of breathing has to increase.

One effect of the pulse raiser on the musculoskeletal system is increase of muscle temperature, if oxygen is going in and out of Kayla's muscles. If Kayla has to kick the ball

her muscles need to be warm and to give more power to the leg and kick the ball in the correct position and to score.

One adaptation that I have made for Kayla is putting a competition on it as this will be more engaging for Kayla. This is because Kayla is 13 years old and probably plays these types of games at school which means she will be more interested and put more effort in. She has also said that she is competitive so by adding a winner to the game will make Kayla put more effort in.

Mobiliser

The purpose of the pulse raiser are activities that gradually increase the range of motion at the joints for example hips, ankles and shoulders.

I will lead different mobilisers for different joints.

- Ankle rotations
- Open the gate and close the gate
- Shoulder shrugs

I will line the students up in a straight line and they will copy my joint mobiliser. There is no equipment needed for this and they will do it for 10 seconds shoulder shrugs. When I blow my whistle my students have to do hip rotation for 10 seconds. I will make them open and close the gate for 10 seconds.

One of the effects of the mobiliser on the cardiorespiratory system is a drop in heart rate as the students will be in the same sport for 3-4 minutes during the mobiliser. Because the students are in the same spot they also do not need to take in as much oxygen which means the breathing rate drops as well.

The musculoskeletal system increases the synovial fluid which increases the movement at the joint which will give Kayla the range of motion to reach and stretch further during the football game. If she did not mobilise her joints properly they could be stiff and then she could be injured. By doing this Kayla will be able to take part in activity at a higher intensity and be less likely to hurt herself in the main activity which is football. The mobiliser I have chosen are the main joints which are used in football which are ankle, hip and shoulders.

I have made sure I have chosen joints which will be needed in football. Ankle rotations will help when she is running and passing the ball. Open and close the gates will help her when running and trying to take the ball off the other players.

I will make sure I demonstrate the activity so Kayla knows what she has to do and how to complete each mobiliser. If she needs help I will stop and tell her how to do it again.

Preparation Stretches

The main purpose of preparation stretches is to increase the elasticity of the muscles and reduce the risk of injury.

I will get students to remain where they are after the mobilisers and spread out a metre apart from each other. I will get each student to stretch the muscle for 10 seconds. This will be done statically. The muscles that I will be focusing on are:

- Quadricep
- Tricep
- Gastrocnemius
- Deltoid
- Leg swings

The effects on the cardiorespiratory system during the preparation stretches are a slight decrease as they will not be moving during the stretches. This means less oxygen is needed in the blood to the working muscles. For the musculoskeletal system the preparation stretches aim to stretch the muscles and extend them so they are less likely to injure themselves during the skill activity and main activity.

I have chosen simple stretches as it only focuses on muscle groups which is good for Kayla as she does not have much experience in physical activity and may find it difficult to stretch more than one muscle at a time and if she does not use good technique this could lead to her injuring herself in the main activity.

The stretches that I have included are the main muscles that are used in football which are the muscles in the legs. These are needed to kick, pass, run and tackle players for the whole 90 minute game. If Kayla did not stretch her muscles properly this could cause serious injury which could mean she would be out for the rest of the season leading to her mood going down and her being on social media again.

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: 8 Marks Awarded

- Overall, this learner has shown **good** application of knowledge and understanding in this area.
- The warm-up plan is a mix of **partially-developed**. It includes all three phases of the warm-up, briefly outlining the activity that will take place with some descriptions of what the participants will do and how it will be delivered.
- The justifications are **a mix of partially-developed and mostly-developed**. The learner has justified each section of the warm-up in terms of the **effects on the cardiorespiratory and musculoskeletal systems**, with some links to the **chosen activity**, and the **selected participant**.
- **Specific relevance** to the **chosen activity** and **individual participant** is demonstrated on occasions but not consistently, with good links to the movements and muscles used in football, and to some of the information about Kayla given in the vocational context.
- Overall, there is good application of knowledge and understanding, with the work being placed in the **middle of Band 3 for 8 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 Medoum 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: 9 Marks Awarded

- Overall, the learner has shown **good** 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.
- **A mix of competent and effective demonstrations** were evidenced.
- **A range of appropriate teaching points** were provided but this was not on an entirely consistent basis.
- The learner provided **support** to participants throughout the warm-up. He offered regular praise and encouragement but there was limited evidence of corrective feedback.
- The learner maintained a **consistent** level of engagement and verbal input throughout the entire session, constantly observing the participants.
- Overall, this learner has shown a mixture of confident and good practical ability. This evidence is therefore on the borderline between Marking Band 3 and Marking Band 4, and was awarded at the **top of Band 3 for 9 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.