

BTEC Level 1/2 Tech Award in Sport

First teaching September 2022



Exemplar Standardisation Materials

Subject: Sport

Component 2: Taking Part and Improving Other Participants' Sporting Performance

Learning Outcomes:

A Understand how different components of fitness are used in different physical activities

B Be able to participate in sport and understand the roles and responsibilities of officials

C Demonstrate ways to improve participants' sporting techniques

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

This 'Low Mark' exemplar material has been produced in response to the **Component 2 Taking Part and Improving Other Participants' Sporting Performance** Pearson Set Assignment (PSA), released in September 2024 and moderated in December 2024 / January 2025.

The PSA contains a Vocational Context, which provides information about the lifestyle, personal circumstances, and local environment of a selected individual. Learners are expected to interpret this vocational scenario and use the information to ensure their responses are applied to the particular demands of this given context.

The key purpose of this assessment is for learners to develop an understanding of participating in sport by developing their knowledge and understanding of skills and strategies used, in addition to being able to demonstrate these skills through conditioned practice or drills.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of the components of fitness.
- In response to Task 2, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.
- In response to Task 3, learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.
- In response to Task 4, learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.

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

The written evidence that is presented as evidence for Task 1 can be produced in whatever format the centre chooses. To maximise the opportunity for the learners to achieve the highest marks possible, it is suggested that the evidence is word processed as opposed to hand written.

For Task 2, the evidence submitted by the learner demonstrating both the isolated practices, and evidence of them taking part in a competitive situation, must be presented as video evidence. The evidence of the competitive situation for team sports could be clipped to highlight the learner applying the appropriate skills, techniques, and strategies throughout a selected competitive situation. The evidence submitted should be approximately 15 minutes in duration, so it is imperative that the evidence shows the learners performing to their maximum ability in their chosen sport for the duration of the evidence submitted.

For Task 3, learners are required to provide presentation materials to support the task requirements. The presentation does not have to be submitted in any particular presentation software. Learners could present the evidence in a variety of formats and are not required to give a physical presentation; it is just the written evidence that will be assessed.

For Task 4 learners are required to provide a written session plan and video evidence of the learner leading a session applying the practices (drills and conditioned practices) from the session plan. The video should be approximately 10 minutes in duration.

For both Task 2 & Task 4 it is important that the learner being assessed is identifiable and visible in the video evidence being assessed: this should be clearly addressed at the start of the video with the learner giving their name and candidate number, or included in some written text identifying the learner.

The assessment is offered twice a year. The timing of the assessment is approximately 4 hours of supervised assessment.

The assessment evidence is produced under supervised conditions to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The supervised conditions takes place in a session/s timetabled by the centre.



Pearson

Pearson BTEC Tech Award Level 1/2

January 2025

Time 4 hours (approximately)

Paper
reference

BSP02

Sport

**COMPONENT 2: Taking Part and Improving Other Participants'
Sporting Performance
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 4 supervised hours to complete.

This is divided into approximately:

- 1 hour to complete Task 1
- 1 hour to complete Task 2
- 1 hour to complete Task 3
- 1 hour to complete Task 4.

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. When producing video evidence you must be easily identifiable within the footage. Your teacher 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

As part of the Volunteer Award that you are participating in at school, you are required to be a volunteer in the community.

In your role as a volunteer at your local youth club in Welworth, you have been supporting the sports coach.

The sports coach has asked you to be involved in a series of sports sessions for some of the teenagers who attend the club.

The sports coach would like you to increase sports participation at the club by introducing the teenagers to the components of fitness, techniques, tactics and rules and regulations of different sporting and physical activities.

Tasks

Task 1 – Components of fitness

As part of the Volunteer Award, the sports coach has asked you to help the teenagers understand the different components of fitness required for participation in an individual sport of your choice.

Produce a written response that will enable the teenagers to understand what each of the different components of fitness are, their use in the chosen activity and the impact they have on performance in that activity.

Your written response should include an account of:

- how each of these components of fitness will be used during participation in the individual sport
- the impact of each of these components of fitness on performance in the individual sport.

Learning outcome covered

Outcome A: Understand how different components of fitness are used in different physical activities.

Checklist of evidence required

A written response of approximately 2-3 pages of A4, which can include supporting images.

Supervised hours to complete the task

You will need approximately 1 hour to complete Task 1.

(Total for Task 1 = 12 marks)

Task 2 – Participating in sport

The sports coach has asked that you demonstrate to the teenagers the enjoyment that can be had from playing competitive sport. In doing this the sports coach hopes to increase the number of teenagers playing sport. They hope to increase understanding of the skills and strategies required for your **chosen sport**.

The sports coach would like you to produce a series of video clips that will demonstrate sports skills for your chosen sport being demonstrated in isolated practices and sports skills and strategies being demonstrated in competitive situations.

Your video clips should include practical demonstrations of:

- **at least three** sports skills being performed in isolated practices
- sports skills and strategies being performed in a competitive situation.

Learning outcome covered

Outcome B: Be able to participate in sport and understand the roles and responsibilities of officials.

Checklist of evidence required

Video recordings, lasting approximately 15 minutes, of sports skills in isolated practices and sports skills and strategies in competitive situations for a selected sport.

Resources needed

Video camera with sound recording.

Supervised hours to complete the task

You will need approximately 1 hour to complete Task 2.

(Total for Task 2 = 12 marks)

Task 3 – Officiating in sport

The sports coach would like the teenagers at the club to have a better understanding of the roles of the officials and the rules for your **selected sport**.

You have been asked to produce a presentation to assist the teenagers in understanding the different roles and responsibilities of the officials for your selected sport.

The teenagers should also understand the rules associated with starting and restarting play and the scoring systems for your selected sport.

Your presentation should include an account of:

- the different roles and responsibilities of officials in your selected sport
- rules and regulations around:
 - starting and restarting play
 - scoring systems for the selected sport

when taking part in your selected sport

- actions the officials would be expected to take to ensure the rules associated with:
 - starting and restarting play
 - scoring systems for the selected sport

are adhered to when taking part in your selected sport.

Learning outcome covered

Outcome B: Be able to participate in sport and understand the roles and responsibilities of officials.

Checklist of evidence required

A presentation of approximately 10-15 slides that 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. This is under the assessment controls stated within the subject assessment strategy.

Resources needed

Resource requirements will depend on evidence to be submitted. You can access the internet if necessary to search and access audio-visual content.

Supervised hours to complete the task

You will need approximately 1 hour to complete Task 3.

(Total for Task 3 = 12 marks)

Task 4 – Improving participants' sports skills

The sports coach would like to arrange for a selection of the teenagers from the club to take part in a taster session for your selected sport.

To prepare for this session, you are going to provide practical support to help the teenagers learn how to improve **one sports skill of your choice for your selected sport**.

You will need to produce a session plan of the drills and conditioned practices that you will use to develop **one sports skill of your choice**.

You will also need to provide video evidence that you are able to deliver demonstrations of the techniques to the teenagers and support them as they take part in your planned drills and conditioned practices.

Your written response should include:

- a plan of the drills and conditioned practices to develop participants' techniques for your chosen sports skill
- an account to justify the choice of activities in each drill and conditioned practice related to the requirements of the sports skill in competitive situations.

Your video footage should include:

- practical evidence of you demonstrating the techniques required to perform the selected sports skill using key teaching points to support good practice
- practical demonstrations of your choice of drills for the group of participants to take part in to improve your chosen sports skill
- practical evidence of you supporting participants to take part in your choice of drills to improve your chosen sports skill.

Learning outcome covered

Outcome C: Demonstrate ways to improve participants' sporting techniques.

Checklist of evidence required

A written response of 3-5 pages of A4.

Video recordings lasting approximately 10 minutes of you demonstrating sports drills and conditioned practices and supporting participants as they take part in these activities.

Resources needed

Video camera with sound recording.

Supervised hours to complete the task

You will need approximately 1 hour to complete Task 4.

(Total for Task 4 = 24 marks)

TOTAL FOR SET ASSIGNMENT = 60 MARKS

Marked Learner Work

Learner 3 (Low Mark)

Total Marks Awarded: 20

General Comments:

For Task 1, the 11 components of fitness that are included in the specification have been included in the learner evidence. Centres are reminded that learners should be directed to include evidence for only the components of fitness that are relevant to their chosen sport not all.

A good level of video evidence has been provided for Task 2, with evidence included for both isolated practices and a competitive situation, which is necessary.

For Task 3 the evidence presented was partially developed information for the roles and responsibilities of officials in football, including application of some of the rules/laws or regulations.

The session plan and justification for Task 4a were of a basic standard. The plan included basic detail for each drill, with a diagram to support. Justifications for the choice of drills were very limited. The video evidence presented for Task 4b was of a good standard. The learner showed a sufficient range of drills and conditioned practices with some use of appropriate teaching points and sometimes providing support to their participants meant that the the evidence was marked at the lower range of band 2.

This is overall a basic piece of evidence and typifies the evidence submitted of a low achieving learner.

Task 1 / Learning Outcome A

Learning Outcome A: Understand how different components of fitness are used in different physical activities.

Task 1 Marking Grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Components of fitness				
Learning outcome A: Understand how different components of fitness are used in different physical activities				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Limited application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: - a basic account of the use of the components of fitness in the given physical activity with some omissions - a basic account of the impacts of the components of fitness on performance in the given physical activity.	Adequate application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: - a partially developed account of the use of the components of fitness in the given physical activity with few omissions - a partially developed account of the impacts of the components of fitness on performance in the given physical activity.	Good application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: - a mostly developed account of the use of the components of fitness in the given physical activity with minor omissions - a mostly developed account of the impacts of the components of fitness on performance in the given physical activity.	Comprehensive application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: - a well-developed account of the use of the components of fitness in the given physical activity with no omissions - a well-developed account of the impacts of the components of fitness on performance in the given physical activity.

Task 1 Learner Work

Sport: Tennis

Component of fitness	Explanation	impact
Physical: Muscular endurance	The ability of the muscular system to continue to contract at a light to moderate intensity	Without muscular endurance the player will become Fatigued Which will lead to Lower performance which results in losing points
Physical: Speed	To have speed to move up and down the court quickly to support the team when attacking/defending	Without speed you will not be able to reach the ball in time and you won't have enough time to calculate your shots

Physical: Aerobic endurance	The ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue	Without aerobic endurance you will become fatigued which means you will lose points easily and you also will have a hard time returning shots
Physical: Flexibility	The range of motion possible at a joint to allow improvements in technique	Flexibility is important, without it you won't be able to slide for shots or reach for them
Physical: Muscular strength	Maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity	Without Muscular strength you will not be able to return shots with power and your arms will get tired over time from holding the racket
Physical: Body composition	The relative ratio of fat mass to fat free mass in the body allowing variation in body composition dependant on the sport	Without body composition you will be slow, you need to be fit for tennis or you won't be able run back and forth on the court constantly
Skill related: Reaction time	The time taken between a stimulus and the start of a response useful in fast paced sports to make quick decisions about what to do	Without reaction time you Won't be able to return shots in time and you wont be able to make quick decisions which will lose you points easily
Skill related: Agility	The ability to change direction quickly to allow performers to out manoeuvre an opposition serve	Won't be able to return difficult serves in cases where you have to slide for the ball and you Won't be able to move into the right positions
Skill related: Balance	The ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports or when ton the move in any other sporting situations	You might fall over which will result in the opponent with an opportunity to score an easy point

Skill related: Coordination	The ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique	If you don't know where your meant to be during the game, you will most likely lose.
Skill related: Power	The product of speed and strength to allow for explosive movements in sport.	If you are weak then the shots you return to your opposition in the game will be easy to send back to you

Principal Moderator's Commentary

Mark: 3 marks

The learner has been correctly awarded 3 marks for the evidence submitted for this task.

In the evidence presented the learner has covered all 11 components of fitness that have been listed in the teachers' content section of the specification for learning outcome (A). However, it is important to note that learners should not include all components listed in teaching content in the specification unless they are relevant for the activity that the learner has selected.

The evidence presented in the main is a basic account of the use of the components of fitness in the learners chosen sport with some of the components including very basic accounts of the impact that the component of fitness can have on performance therefore this limited the marks awardable for the evidence.

In order for this to be graded in the partially developed band (mark band 2: 4 - 6 marks), the learner should have a better link to their sport, providing an account of the components and their impact on their sporting performance.

In order for this to be mostly developed account (mark band 3: 7 - 9 marks), the learner should have a more detailed link of how the components of fitness are used in their sport, providing more of an in-depth account of the components and their impact.

Tips

It is important that centre assessors encourage learners to only consider which components are most necessary in the evidence that they submit for this task.

Only the components of fitness that are relevant for the chosen sport should be selected and used in the evidence that is presented for assessment.

For some sports, all components of fitness will be required, but for others, only some of the components of fitness will be required to be evidenced.

It is important that learners clearly understand the differences between identifying components, how they are used within the sport and the clear impact they may have in different examples. The quality of this knowledge will determine the grade too.

Task 2 / Learning Outcome B

Learning Outcome B: Be able to participate in sport and understand the roles and responsibilities of officials

The video recordings for this learner are included with these materials. Please refer to the following accompanying zip file:

2501_Sport_C2_ESM_Task 2_Low_Mark

Task 2 Marking Grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Participating in sport				
Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Limited demonstration of practical ability through participation in their chosen sport. Evidenced through: - performs sporting techniques for sports skills with little accuracy, fluency and control in isolated practices - performs sporting techniques for sports skills with little accuracy, fluency and control in competitive situations - selects and performs appropriate strategies on few occasions during competitive situations.	Adequate demonstration of practical ability through participation in their chosen sport. Evidenced through: - performs sporting techniques for sports skills with some accuracy, fluency and control in isolated practices - performs sporting techniques for sports skills with some accuracy, fluency and control in competitive situations - selects and performs appropriate strategies on some occasions during competitive situations.	Good demonstration of practical ability through participation in their chosen sport. Evidenced through: - performs sporting techniques for sports skills which are mostly accurate, fluent and controlled in isolated practices - performs sporting techniques for sports skills which are mostly accurate, fluent and controlled in competitive situations - selects and performs appropriate strategies effectively on most occasions during competitive situations.	Confident demonstration of practical ability through participation in their chosen sport. Evidenced through: - performs sporting techniques for sports skills with high levels of accuracy, fluency and control in isolated practices - performs sporting techniques for sports skills with high levels of accuracy, fluency and control in competitive situations - selects and performs appropriate strategies effectively on all occasions during competitive situations.

Principal Moderator's Commentary

Mark: 5

The evidence presented from this learner is of a basic to adequate standard. It shows evidence that is worthy of been awarded marks in the lowest mark band. The learner has correctly been awarded 3 marks.

For this task the evidence presented is clear and provides evidence for both isolated practices and additional evidence showing the learner in a competitive situation.

The isolated practices showed adequate demonstrations of the learner's practical ability.

The competitive situation was presented in an appropriate setting with accurate scoring. The situation followed the rules of the sport. The marks that were awarded were supported by the learner showing their own skills and application of the strategies and tactics on some occasions throughout the performance.

Tips

Learners are required to provide evidence of them taking part in a competitive sport in order to meet the requirements of this learning outcome.

The competitive situation that is presented as evidence must demonstrate the learners taking part in a competitive situation in line with the rules/laws of the chosen sport.

This includes but is not restricted to:

- the correct number of participants playing in the competitive situation
- the sport must be played on a suitable surface
- appropriate boundary markings must be marked out, and visible and suitable equipment must be used as per the rules/laws of the sport

Marks should be awarded to learners based on how they apply the skills, techniques, and strategies (tactics) within the evidence that is presented for assessment. The assessment cannot be undertaken based on what the assessor has seen in the past; the assessment must be made against the evidence that has been provided for assessment purposes. There is no dispensation for an elite performer within a particular sport, and every learner must present video evidence of them taking part in a competitive situation.

The duration of the video must be sufficient to enable the assessor/moderator time to make an appropriate judgement of which mark band the evidence sits; this may differ from sport to sport. A judgement can only be made on the evidence submitted for assessment.

It must be made clear which learner (when there is more than one taking part in the sport in the evidence submitted for assessment) is being assessed within the evidence presented for assessment.

Task 3 / Learning Outcome C

Learning Outcome B: Be able to participate in sport and understand the roles and responsibilities of officials

Task 3 Marking Grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Officiating in sport				
Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials				
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 two given areas of development. Evidenced through: • a basic account of the main officials and their key responsibilities in the chosen sport with a number of omissions • a basic account of the given sport specific key rules and regulations • a basic account of the actions the official would normally take to ensure adherence to the given sport specific rules with some omissions.	Adequate application of knowledge and understanding of the two given areas of development. Evidenced through: • a partially developed account of the main officials and their key responsibilities in the chosen sport with some omissions • a partially developed account of the given sport specific key rules and regulations • a partially developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with few omissions.	Good application of knowledge and understanding of the two given areas of development. Evidenced through: • a mostly developed account of the main officials and their key responsibilities in the chosen sport with a few omissions • a mostly developed account of the given sport specific key rules and regulations • a mostly developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with minor omissions.	Comprehensive application of knowledge and understanding of the two given areas of development. Evidenced through: • a well-developed account of the main officials and their key responsibilities in the chosen sport with minor omissions • a well-developed account of the given sport specific key rules and regulations • a well-developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with no omissions.

Task 3 Learner Work

Roles and Responsibilities

The roles and responsibilities in football

Roles and Responsibilities

The roles and responsibilities in football

Referee

- The referee is one of the most important roles of a football match, their job is to give out yellow or red cards depending on how serious a foul acted out by a player is. If the foul isn't too severe, the player will receive a yellow card from the referee, if two yellow cards are received the player will be sent off the pitch, if a player receives a red card however they will be sent off the pitch immediately. Fouls can also give the opposite team an advantage as they may receive a free kick, penalty etc depending on the foul. The referee must blow his whistle to call out fouls, half time to let players know that it's time to stop playing for a bit and to call out the end of the match to let players know the game is over. Another thing the referee has to look out for is if the ball goes off the pitch or offside and let which one of the two teams know who gets a throw-in or corner.

linesman

The linesman, also known as the referees assistant must help the referee with offside decisions as it can be hard for the referee to determine which team kick the ball offside while also keeping an eye on everything else that's happening in the game. In some cases the linesman can also call a foul to assist the referee but this job is mostly left for the referee. If the ball goes offside the linesman will raise his flag to signal that its gone offside. In a match you will see the lines man running back and forth on the pitch following the ball most of the time, theres only some cases where the lines man will stop following the ball like in a penalty.

Health and safety in football

In football, officials must make sure everyone can play safely and under the right conditions before a game. Some of the things officials look out for regarding health and safety include if there is drinking water available for all players, checking if equipment is safe and suitable for players, making sure the players changing facilities are appropriate and clean ect. They must also decide if a player is under the right conditions to play. They must make sure the player has no jewellery or unsafe clothing on, make sure that a player has no serious injuries which could harm them even more in a game and if the player is wearing the correct equipment like football boots and shinpads.

The rules of football

Here is a list of the rules in football:

- A football match must have two 45 minute halves with a 15 minute break in the middle
- To continue a match a team must have at least 7 players on the team
- A team can start with a maximum of 11 players, one of them being the goalie
- The ball must be spherical and at least 61-58 cm
- A team is able to make a maximum of three changes at any point of the match
- The whole ball must pass the line in order to score a goal
- A referee award a foul if they believe an unfair act is committed by a player.
- Fouls can be awarded with a penalty or free kick
- Player can be given red or yellow cards when they act out a foul
- If a player receives two yellow cards they will automatically be shown a red card
- A throw is awarded to a team if the opposition kicks the ball off the pitch
- A corner kick is awarded to a team if the opposition kicks the ball over the goal line or either sides of the goal
- A player is deemed offside if they are in front of the last defender when a teammate passes the ball through to them

Extra time

In football both teams can end the match with the same amount of points however this will lead to a 15 minute overtime to give the teams another opportunity to score and for the win. However, if both teams end up drawing during overtime the game will go to a penalty shoot out, each team will have 5 shots against the oppositions goal keeper and each shot must be taken by a different player. Whoever scores the most from here wins the game, if they tie in penalties the shootout usually continues on a goal for goal basis with the teams taking shots alternately, and the one that scores a goal unmatched by the other team will be declared the winner of the match.

Goal line technology

How do we know that someone scored in football for sure? Well officials and referees use goal line technology. In between the goal posts and underneath the crossbar officials use the assistance of electronic devices. There is a sensor suspended in the ball that measures the magnetic fields and when a goal is being looked into a computer determines whether the ball has fully crossed the line. There is also a camera inside the goal which is used for replays and looking at goals.

VAR in football

- VAR is short for video assistance referee. Var is a match official with independent access to match footage. Their job is to point out clear and obvious errors within a football match and clear fouls. This is an important role as the referee won't be able to see everything that happens in a football match.

How is a football match started?

At the start of a football game a coin will be flipped, both captains will choose heads or tails and depending on which captain wins the coin toss will get to decide which goal their team will be attacking for the first half. The losing team will get to start with the ball but when the match starts again after half time the winning team will get to start with the ball and what side the teams were originally attacking will be switched over. The player that passes the ball is decided by the captain but it can't be the goalie.

What happens after a foul, goal, free kick etc.

Here is how play is started after different events in a football game:

- if a goal is scored during a free kick the opposing team will start with the ball, same if the other team kicks the ball offside during the free kick, if it misses however players inside the penalty box will be allowed to continue play.
- After a penalty if the goal is scored or the ball goes offside the defending team's goalie will be able to start with the ball
- If a foul happens during a match the referee will blow the whistle signalling the game to pause for a moment and hand the player that acted out the foul a yellow or red card and the other could be awarded a penalty or free kick, if they don't get these however they will be able to start with the ball.

Point system in football

The point system is simple in football, it doesn't matter how you score or where you score from each goal is awarded one point. The score of each team is always being tracked by officials, its easy to keep track of the score as each goal is only awarded one point.

Principal Moderator's Commentary

Mark: 6

The learner has been correctly awarded 6 marks for the evidence submitted for this task.

Each of the three components that were required to be answered by the learner in the task were covered in the response from the learner.

In the evidence submitted there is a mostly developed summary of the officials for football, the learner has covered the main officials as required.

The learner has submitted a partially developed account of how to apply the rules/laws or regulations that have been identified for the selected rules/laws or regulations.

The rules of starting and restarting play and the scoring systems were included and were specific to football, the summary submitted is in line with the rules of the sport as determined by the National Governing Body for this sport.

The learner also included a partially developed account of how the officials should apply the rules.

In order for this to be a mostly developed account (mark band 3 – 7-9 marks), the learner should have provided more detail regarding the main areas of the rules and regulations. For example, including the number of players and how they can score, as well as some information on actions that officials would take if there were any non-adherence to the rules.

Tips

Learners are not required to include all rules and regulations of their sport.

Evidence should only be presented for the rules/regulations that are outlined in the PSA task. In this series learners were only required to summarise starting and restarting play and the scoring systems relating to their chosen sport.

Learners do not have to present their evidence using Microsoft PowerPoint, evidence can be presented as seen appropriate by the centre assessors to meet the learners needs.

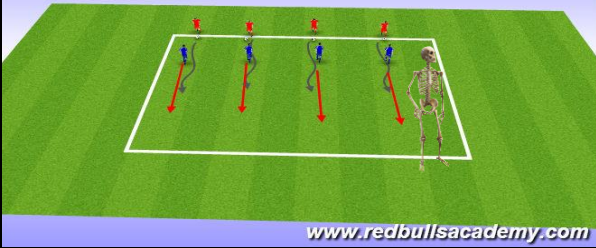
Task 4a and 4b / Learning Outcome C

Learning Outcome C: Demonstrate ways to improve participants' sporting technique

Task 4a Marking Grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Improving participants' sporting skill (written)				
Learning outcome C: Demonstrate ways to improve participants sporting techniques				
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 drills and conditioned practices for a chosen sport skill. Evidenced through: • basic plan with little relevance to the chosen sport skill • basic account to justify the choices of activities included in drills and conditioned practices with little relevance to the techniques required for the chosen sport skill.	Adequate application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • partially detailed plan with some relevance to the chosen sport skill • partially developed account to justify the choices of activities included in drills and conditioned practices with some relevance to the techniques required for the chosen sport skill.	Good application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • mostly detailed plan which is mostly relevant to the chosen sport skill • mostly developed account to justify the choices of activities included in drills and conditioned practices which is mostly relevant to the techniques required for the chosen sport skill.	Comprehensive application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. Evidenced through: • fully detailed plan with specific relevance to the chosen sport skill • fully developed account to justify the choices of activities included in drills and conditioned practices with specific relevance to the techniques required for the chosen sport skill.

Task 4a Learner work

Session Plan	
Session focus: football	
Equipment: footballs, bibs, cones	
Stage 1: pass the ball to another player from 2 different separated cones. This helps you to improve your accuracy when passing to another player.	
Stage 2: for the next activity we will dribble the ball around some cones to improve your control with the ball, there will be a line of cones and when you reach the end of the line pass the ball to the other player and slowly walk back to the starting cone while your teammate is dribbling the ball	Teaching Points: 
Stage 3: next we will play a game where the players go against each other, there will be 2 sides each one with 2 goals and 2 players and the aim of the game is to pass the ball 5 times to your teammate so you allowed to score.	
Stage 4: for my final warmup we will have a small area and 3 players have to constantly pass the ball to each other while 1 player has to tackle the players passing. If you get tackled or kick the ball off you have to switch roles with the person tackling.	

Task 4b Marking Grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Improving participants' sporting skill (video)				
Learning outcome C: Demonstrate ways to improve participants sporting techniques				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Limited practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • basic demonstrations with minimal use of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a basic range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • rarely provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	Adequate practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • sufficient demonstrations with some use of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a sufficient range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • sometimes provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	Good practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • competent demonstrations with a range of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a competent range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • frequently provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	Confident practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • effective demonstrations with use of a wide range of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a wide range of appropriate drills and conditioned practices to develop participants' technique for chosen sports skill • consistently provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.

The video recordings for this learner are included with these materials. Please refer to the following accompanying zip file:

2501_Sport_C2_ESM_Task 4b_Low_Mark

Principal Moderator's Commentary

20 Marks (Task 4a – 2, Task 4b – 4)

Task 4a

The learner has correctly been awarded 2 marks for the evidence submitted.

The learner submitted a session plan which was basic and had limited justification of the activities that were highlighted in the session. The evidence submitted is of a basic standard.

In the session plan, the learner has included a basic level of detail regarding each drill with limited diagrams to support the learner with the delivery of the session

Task 4b

The learner has been awarded 4 marks for the evidence that they have submitted.

The learner has presented good video evidence that clearly shows the leadership session.

In the evidence presented it is clear that the learner has an adequate level of practical ability. Sufficient demonstrations with some use of teaching points are included throughout the evidence submitted.

The learner demonstrated good control of the group but mostly had a 'stand back' approach and rarely provided support to participants to improve their techniques of chosen sports skills.

This session would have been further developed with teaching points throughout for those that may not have been performing as intended.

Tips**Task 4a**

It is suggested that learners use a session planner to show the organisation and outline of the session. Justification of the activities in the plan should be included on a standalone document.

When planning the session more information could be included regarding the technical elements. Further inclusion of how to set up the drill(s) is also important, where it should be made clear prior to a justification.

Task 4b

Centres must ensure that the learner's voice can be heard throughout the video evidence presented for the learnership component of the session. If a moderator is unable to hear the support that is provided, they cannot support the allocation of marks to the learner.