



Examiners' Report Principal Examiner Feedback

January 2024

Pearson BTEC Tech Award
In Sport (BSP03)

Component 3: Developing Fitness to Improve
Other Participants Performance in Sport and
Physical Activity

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Level 2 Pass, Level 2 Distinction and Level 1 Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who have taken the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this [link](#)

Introduction

This is the first series for the external assessment of Component 3 of the Reformed BTEC Tech Award in Sport (2022). Therefore, there are no comparisons to make. For the first series there was a high number of learners sitting the external assessment.

Centres and learners should be acknowledged for their preparation. Overall, there were varied levels of knowledge and understanding shown on various content from the specification for this assessment.

The questions were produced in line with the demands of the new specification for this component. The questions cover fitness, fitness testing, training methods/processes and principles in relation to improving fitness in sport and exercise. For each series the questions will differ but will still cover these topics outlined in the specification.

The question paper followed the format identified in the sample assessment material. The paper was split into five sections. Each section was based on a sport or physical activity scenario and required the learner to demonstrate their knowledge and understanding of a range of specification topics and apply this knowledge to the specific question scenario.

The extended response questions were marked using a “level based” approach to assessment where the overall quality of the response was considered rather than the specific number of facts stated on the mark scheme. The remainder of the questions on the paper were assessed using a traditional points-based approach, where a mark was given for each appropriate point. More detail can be found below in the individual question section of the report.

It is important for centres to ensure that they are using the sample assessment material (question papers and mark schemes) in preparation for the learners sitting the live external assessment.

Introduction to the Overall Performance of the Unit

This report has been written to help you understand how learners have performed overall in the external assessment. For each question there is a brief analysis of learner responses. You will also find examples of learner responses to the questions that have been well answered. These should help to provide additional guidance. We hope this will help you to prepare your learners for future external assessment series.

Learners' performance varied throughout the paper. Whilst the extended response questions still provided the greatest challenge the style of the assessment is challenging due to the depth and breadth of knowledge required to fully address the demands of the paper. The extended writing questions account for just 20% of the paper, each question demanding a depth of knowledge, but across the paper this also requires breadth as each of these questions examines different areas of the specification.

For some questions it was clear that some candidates did not make full use of the information that was provided in the scenario/question. To reiterate, for explain command verb questions there is an expectation that knowledge and understanding tested is applied to the situation in context and expansion marks are awarded accordingly. As this is a vocational sports related subject, the external assessment requires the learners to apply their knowledge and understanding to sport and exercise. Generic responses only gain limited marks.

Where sports are used within the scenario it is not necessary for learners to have an in-depth knowledge of the sport in order to answer the questions however an awareness of the basic requirements of sports are expected which the learners will have covered in their core PE.

Individual Questions

The following section considers each question on the paper, providing a brief commentary on each response. This section should be considered with the live external assessment and corresponding mark scheme.

Overview of questions/items performance

Question 1

In part (a), learners were asked to select the main component of fitness required by weightlifters. Most learners performed as anticipated on this question with many selecting **D – Muscular strength** as the correct answer.

In part (b), learners were asked to describe what is meant by the term power. This question tested the area components of fitness. Some learners did not reference the speed element of power and therefore did not gain the one mark.

In part (c), learners were asked to select the fitness test shown in the image provided. Most learners performed as anticipated on this question with many identifying **A – Vertical jump test** as the correct answer.

In part (d)(i), learners were asked to state two types of training method to increase strength.

There was a mix of responses provided by the learners for this part of the question. Common errors made included the learner giving an example of a fitness test for strength rather than the fitness training method. It is important for learners to read the scenario and the stem of the question prior to answering.

In part (d)(ii), learners were asked to describe each training method that they stated for part (d)(i) to increase strength.

As in part (d)(i), there was a mix of responses provided by the learners. Common errors made included the learners describing the fitness tests for strength rather than the fitness training method. It is important for learners to read the scenario and the stem of the question prior to answering.

Part (e) linked to muscular strength. This information is provided in both the scenario and the stem. Learners were asked to provide the calculation Jakub's coach would use to work out the exercise intensity that he should be working at.

Common errors made included learners naming a method to measure exercise intensity for example 220 – age. However, as this question was linked to strength the answer required was 1RM / 1 Rep Max.

In part (f), learners were asked to explain what is meant by 'normative data'.

There was a mix of responses provided by the learners for this part of the question and many learners found it challenging to access the full two marks available.

To achieve the full two marks the learners needed to provide the first marking point. Where learners were not awarded marks, they did not relate their answer to the collection of results/different genders or ages.

Question 2

In part (a), learners were asked draw a straight line to match each picture to the correct fitness test identified in the images. This requires a basic understanding of the fitness tests and the learner to be able to recall this information. Most learners performed as anticipated on this question with many identifying **A – Grip dynamometer** (1 mark) and **B – One-minute sit-up** (1 mark).

Part (b) of this question linked to tennis.

Learners were asked to give one reason why Sophie should have good levels of coordination. Many learners found this question challenging to access the full two marks available. The second mark came from the linked expansion. The linked expansion mark needed to come from the link to tennis.

To gain the full two marks the learner needed to provide a variation of the answer below:

To see the ball coming and use hand/arm to swing the racket (1) to hit the ball accurately over the net (1). The second mark was not always attempted.

In part (c)(i), learners were asked to use the table provided (Table 2) and identify the category that Sophie is in for her Illinois agility run test. Many learners performed as anticipated on this question. The correct answer was below average.

In part (c)(ii), learners were asked to explain one training method for agility Sophie would use to improve her performance in tennis. Common errors made included learners providing an example of SAQ i.e. hurdles rather than providing the named training method. To achieve the full two marks the learners needed to provide the first marking point. To gain the full two marks the learner needed to explain how agility would improve Sophie's performance in tennis for example so that Sophie can change direction on the court at speed (1).

In part (d), learners were asked to state the additional principle of training Sophie is using.

Some learners struggled to provide the correct answer for this part of the question.

The information that was provided in the stem was; Sophie uses a range of different training methods to avoid boredom and to help maintain her motivation. The correct answer was Variation.

Part (e)(i) and part (e)(ii) linked to aerobic endurance and muscular endurance.

In part (e)(i), learners were asked to name one training method to improve each of these components of fitness. There was a mix of responses provided by the learners for this part of the question. Common errors made included the learner giving an example of a fitness tests for aerobic endurance and muscular endurance rather than the fitness training method. It is important for learners to read the scenario and the stem of the question prior to answering.

In part (e)(ii), learners were asked to describe each training method provided for part (e)(i) to improve each of the identified components of fitness.

As in part e(i) there was a mix of responses provided by the learners. Common errors made included the learner giving an example of a fitness tests for aerobic endurance and muscular endurance rather than the fitness training method. It is important for learners to read the scenario and the stem of the question prior to answering.

Question 3

In part (a), learners were asked to identify the correct method for working out Norman's maximum heart rate. Most learners performed as anticipated on this question with many identifying **C – 220 – age** as the correct answer.

In part (b), learners were asked to state what 'bpm' stands for. The majority of learners performed as anticipated on this question with many answering beats per minute.

In part (c), learners were asked to explain why it is important that Norman completes a lifestyle and physical activity history questionnaire. Many candidates found it challenging to access the full two marks available for this part of the question.

In this part of the question the learners could generally provide the identification, but there were limited responses provided for the linked expansion mark.

Where learners were awarded no marks, they provided information on Norman's interests, likes and fitness levels.

In part (d), learners were asked to explain one component of a cool down. For this question the learners were required to provide a component of a cool down for example a gradual pulse/breathing rate lowering activity or stretching. The second mark came from the linked expansion.

Learners had to gain the first mark to achieve the second mark. Some learners provided the expansion without the named component therefore did not achieve marks.

In part (e), learners were asked to explain one advantage and one disadvantage of the sit and reach test. Examples included that the test did not take long to carry out. Learners were required to provide an identification and a linked expansion for both the advantage and the disadvantage. The second mark for each (advantage and disadvantage) could only be awarded if the identification was provided.

In part (f), learners were asked to assess how the personal trainer would use intensity and progress overload when planning Norman's training programme for flexibility. This was an extended answer question that was six marks overall.

This question required the learner to explore a given topic in greater depth, and application.

For level 3 as part of the "level based" approach learners could demonstrate a deeper understanding and knowledge of both principles of training and apply to the training programme. This question met expectations of performance at each level.

Question 4

In part (a), learners were asked to state what is meant by 'attitude'. The majority of learners performed as anticipated on this question.

In part (b)(i), learners were asked to state two benefits of increasing Helena's motivation. Many learners performed as anticipated on this question. There were five possible answers provided for the two marks on the mark scheme.

In part (b)(ii), learners were asked to state two examples of extrinsic motivation. Many learners performed as anticipated on this question providing answers such as money, medals and trophies.

In part (c), learners were asked to explain two pre-test procedures for the Harvard step test.

For this part of the question the learners were required to provide a pre-test procedure for the first mark. The second mark came from the linked expansion. Learners had to gain the first mark to achieve the second mark. Some learners struggled to provide the linked expansion.

In part (d), learners were asked to describe how two pieces of equipment are used to administer the Harvard step test. For this part of the question some learners provided a repeat of part (c) for the first mark.

Learners were required to identify two pieces of equipment used in the Harvard step test for the first 2 marks. The second 2 marks came from the linked expansion. Learners had to gain the first mark to achieve the second mark.

In part (e), learners were asked to name one test that measures body composition. Most learners performed as anticipated on this question with many identifying either Body Mass Index (BMI), Bioelectrical Impedance Analysis (BIA), or Waist to hip ratio as the correct answer. Acronyms were accepted for the mark.

In part (f), learners were asked to explain what is meant by 'cardiac hypertrophy'. For this response due to the topic the linked expansion mark (second mark) was awarded if the learner did not provide the identification.

Learners could generally provide an understanding of hypertrophy and the linked expansion. Few learners linked cardiac hypertrophy to lung function and the flow of oxygen which was not awarded.

Question 5

Learners were asked to use the table (Table 4) and assess how the coach would use the principles of frequency and type to change the training plan in week 4.

This was an extended response question with six marks available. This question required the learner to explore a given topic in greater depth, and application.

Learners tended to find frequency more accessible as with type the learners tended to expand with a different fitness activity rather than a method of training. Some learners linked how sparring would be beneficial instead of discussing a different training method.

Summary

Based on their performance on this paper learners are offered the following advice:

- Tailor your response based on the command word in the question, e.g. state does not require any expansion of a point but explain will.
- Use the number of marks gained and the space available as a guide to the depth of response required.
- Be clear about terminology used in the specification as these words will be repeated in the exam paper.
- Use the question scenario to demonstrate your ability to apply your knowledge.

