



Examiners' Report Principal Examiners Feedback

June 2024

BTEC Level 1/2 Tech Award
In Sport (BSP03)

Component Three: 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 each component in the qualification. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the 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.

We review grade boundaries each time a new exam or assessment is completed through a process called awarding. The grade boundaries indicate the minimum number of raw marks learners need to achieve to get 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 assessment.

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

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Introduction

This is the second series for the external assessment of Component 3 of the Reformed BTEC Tech Award in Sport (2022). Therefore, comparisons can be made to the examination sat January 2024. For this series centres used it as either the students first sitting or as a resit after their first sitting in January 2024.

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 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 and the January 2024 examination paper. 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 vocational context for each of the 5 questions are comparable to the previous series and require the same demand (2401).

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. Questions cover the specification in equal demand to the previous examination (2401). There are two synoptic questions (6-mark responses).

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 component

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.

For this series (2406) 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 physical activity. 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

Question 1

In part (a), learners were asked to select which test would test speed. Most learners performed as anticipated on this question with many selecting C – 30 metre sprint test as the correct answer.

In part (b), learners were asked to name one test that would measure Jamie's reaction time. This question tested the area; fitness tests. Some learners did not reference the "drop" element of the test and therefore did not gain the one mark.

In part (c), learners were asked to select the method that would measure intensity. Most learners performed as anticipated on this question with many identifying D - RPE as the correct answer.

In part (d)(i), learners were asked to identify the name of the principle of goal setting represented by each letter. There was a mix of responses provided by the learners for this part of the question. It is important to note that the principles of goal setting that are awardable material are identified on the specification.

In part (d)(ii), learners were asked to explain how the principle identified for 1 (d)(i) would be applied to Jamie's programme. As in part (d)(i), there was a mix of responses provided by the learner's dependant on what the learner identified for part (d)(i).

Part (e) linked to strength. This information is provided in the stem of the question. Learners were asked to identify one long term effect of strength training on the body. Most learners performed as anticipated on this question. Where learners were not awarded the mark common errors made included learners not referencing "muscles or muscular" when stating an increase in size or strength.

In part (f), learners were asked to explain one reason why acceleration sprints would improve Jamie's speed in the 100m. There was a mix of responses provided by the learners for question and many learners found it challenging to access the full two marks available. Where learners were not awarded the mark common errors included the learner referencing reaction time rather than speed.

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 increase in speed.

Question 2

In part (a), learners were asked draw a straight line to match each fitness test to the correct unit of measurement. 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 - cm (1 mark) and B - kg/m² (1 mark).

Part (b) of this question linked to cricket. Learners were asked to give one reason why Anaya would need good levels of coordination in cricket. Some 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 cricket.

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 bat (1) to hit the ball accurately as far as possible (1). To gain the full two marks the learner needed to reference seeing the ball and using their arm swing the bat.

In part (c)(i), learners were asked to state how Anaya would work out her BMI manually. Many learners performed as anticipated on this question. To achieve the marks the learners needed to provide the units of measurement for height and weight.

In part (d), learners were asked to name the additional principle of training being described: "if training stops the fitness gains from training are lost." Many learners performed as anticipated on this question with many identifying Reversibility as the correct answer.

Part (e)(i) and part (e)(ii) linked to the different parts of a warm up.

In part (e)(i), learners were asked to name two parts of a warm up. Many learners performed as anticipated on this question. Many learners named pulse raiser and stretching as two parts of the warm up.

In part (e)(ii), learners were asked to explain the two parts of the warm up that the learners had named in 2 (e)(i). Many learners performed as anticipated on this question.

Question 3

In part (a), learners were asked to identify the additional principle of training. Many learners performed as anticipated on this question with many identifying Specificity as the correct answer.

In part (b), learners were asked to give one reason why a rugby player needs balance. Learners performed as anticipated on this question with many answering to stay on their feet when being tackled. Where learners were not awarded the mark there was no application to the sport.

In part (c), learners were asked to describe one test that Mohammed's coach could use to test Mohammed's balance. Learners were able to name one of the two tests to test balance. The second mark was awarded for the description of the test identified. In this part of the question the learners could generally provide the name of the test, but there were limited responses provided for the linked description mark. Some learners identified "stand on one foot" which was too vague to for the expansion mark.

Where learners were awarded no marks, the learner was unable to name a test for balance.

In part (d), learners were asked to describe two features of a circuit session. Learners performed as anticipated on this question with many answering a range of stations, workout time, periods of rest.

In part (e), learners were asked to explain why it is important that the tests are reliable and practical. Learners were required to provide a description and a linked expansion for both reliability and practicality. Examples of learner responses included producing consistent results for reliability and how easy the test is to carry out for practicality. Learners found this question challenging due to the nature of the topic.

In part (f), learners were asked to assess why Mohammed's coach would use these two training methods to improve Mohammed's performance in rugby. 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 the training methods. This question met expectations of performance at each level. Many learners performed as anticipated on this question. However, some learners assessed the use of free weights for the improvement of strength which was incorrect. The stem identified the use of free weights but high repetitions and low loads which would be used to improve muscular endurance.

Question 4

In part (a), learners were asked to state which training method Sarah is using as part of her training. The majority of learners performed as anticipated on this question with many identifying continuous training as the correct answer.

In part (b)(i), learners were asked to state two types of provision. Many learners performed as anticipated on this question stating public and private provision. Where learners stated voluntary, this was marked as incorrect.

In part (b)(ii), learners were asked to describe one advantage for each type of provision. Many learners performed as anticipated on this question providing answers such as cheap access and higher standard of equipment. A few learners stated disadvantages such as expensive

membership which was incorrect as a disadvantage and not an advantage was stated.

In part (c), learners were asked to explain one advantage and one disadvantage of the multi-stage fitness test

For this part of the question the learners were required to provide an identification of an advantage and a disadvantage. The second mark came from the linked expansion. Learners had to gain the first mark to achieve the second mark. Examples of answers learners gave included low cost/minimal equipment, can be a boring test. Some learners struggled to provide the linked expansion for the second mark.

In part (d), learners were asked to explain how Sarah could use a smart watch to improve her performance.

Learners were required to identify two ways a smart watch could be used in sport 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. Examples of ways a smart watch could be used included monitoring heart rate, recording calories and measuring hours of sleep.

In part (e), learners were asked to name one type of motivation. Learners performed as anticipated on this question with many answering intrinsic or extrinsic motivation for the one mark.

In part (f), learners were asked to explain how one example of a reward would improve motivation. Learners performed as anticipated on this question with many answering the first mark with trophy, medal, money. The second mark was awarded for the linked expansion.

Question 5

Learners were asked; using the test results, to assess the different training methods that Erica could use to improve her performance in volleyball.

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.

For level 3 as part of the “level based” approach learners could demonstrate a deeper understanding and knowledge of training methods to improve performance. This question met expectations of performance at each level. Many learners performed as anticipated on this question.

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.

Available Support and Useful Information

Subject Advisor	Penny Lewis
Email address	https://support.pearson.com/uk/s/qualification-contactus teachingpeandsport@pearson.com
Contact number	+44 (0) 344 463 2535 (Teaching Services team: Mon – Fri, 08:00 – 17:00 GMT)
Book a MS team call	https://outlook.office365.com/book/PennyLewisPEandSportSubjectAdvisor@pearsoneducationinc.onmicrosoft.com/

Useful Links

BTEC Tech Awards in Sport (2022) Home page	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html
Key Dates	https://qualifications.pearson.com/en/qualifications/btec-tech-awards.html
Post results	https://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services.html
Grade Boundaries	https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html
Teacher Guide	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials
SAMs and adSAMs	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments
Question Papers, Mark Schemes and Examiner Reports	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments
Exam Wizard	https://www.examwizard.co.uk

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