

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

High 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 '**High 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 1 (High Mark)

Total Marks Awarded: 53

General Comments:

For Task 1, 6 components of fitness that are included in the specification have been included. The learner has discussed 3 physical fitness and 3 skill-related components of fitness that are important for participation in Badminton. Centres are reminded that learners only need to cover a range of components of fitness that are relevant to their chosen sport not all that are listed in the unit specification.

Excellent video evidence has been provided for Task 2, evidence has been included for both isolated practices (passing, dribbling and close control) and a competitive situation, which is necessary. The competitive situation was in a professional setting with accurate scoring and helped with identifying quality of competitive match play. Strategies and tactics were included within the competitive evidence.

For Task 3 the evidence presented was well developed and demonstrated some, with some very good areas of practice. The evidence included very good information for the roles and responsibilities of officials in netball, including excellent application of the rules/laws or regulations. In addition to this the evidence also included a well-developed account of how to apply the rules/laws or regulations that have been identified for selected rules/laws or regulations.

The session plan and justification for Task 4a were of a high standard. The plan included good detail for each drill, with good diagrams to support. The structure of the plan was well presented and demonstrated effective progression; the learner included good justifications. The video evidence for Task 4b was of an excellent standard. The learner showed their ability to support the performers through the use of demonstrations of how to apply the skills, alongside the demonstrations the learner also included some good teaching points.

This is a very good piece of evidence and typifies the evidence submitted of a high 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

My chosen individual sport is badminton. Each game goes to 21 points and is played at singles between two players. Both skill and physical fitness components are required to be successful. I will explain the most important ones.

Physical fitness components:

Aerobic endurance:

Aerobic endurance is a physical fitness component and is the ability of the cardiorespiratory system to supply oxygen to the working muscles to sustain low to medium intensity work to delay fatigue. This is crucial in sports such as marathon runner because they need to maintain running for a long period of time without getting tired.

In badminton aerobic endurance is crucial because on average a badminton match lasts 45 minutes. So, this means a player will need good aerobic endurance continuously run covering the badminton court and hit the shuttle without fatiguing.

Shi Yu Qi ranked 1 in badminton can play high intensity for a longer period without fatigue. He can cover the court repeatedly which means that he is increasing his chances of hitting the shuttle over the net and staying in the rally to win the point means he has a higher chance of winning the game.

Whereas a player that has low levels of aerobic endurance will suffer fatigue quicker because their cardio-respiratory system cannot meet the needs and demands of providing oxygen to the working muscles constantly. This led to them tiring sooner which means that they will not be able to keep up with their opponent causing them to miss the shuttle which means the opponent has higher chances of winning the rallies and games.

Muscular endurance:

Muscular endurance is the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game. This is an important physical fitness component in sports like swimming where you are repeatedly using your arms to push the water behind you and legs to kick. Similarly, in badminton muscular endurance is essential. Throughout the game, on average lasting 45 minutes you will be constantly repeating the same movements that use the same muscles each time this includes triceps, biceps. These are particularly used for overhead shots.

Elite players like Go Ling can play high intensity while repeating these same movements in the game without getting tired. Therefore, she can keep hitting the shuttle over the net during the game earning them points.

But a player that has poor muscular endurance will not be able to complete these repeated hits throughout the game. If the muscles tire the arm may drop which means the player could poorly execute shots.

Speed:

Speed is the distance divided by time to reduce time taken to move the body or a body part in an event or game. Speed is important in 100m sprint because it is a short race therefore you need to gain speed fast and maintain it until you finish the race ahead of opponents.

In badminton speed is also important. In a game of badminton whoever reaches 21 points first wins. So, it is crucial you have speed so that you can reach the shuttle and play the desired shot over the net. For example, sprinting to get a drop shot from the back of the court to the front.

Tony Gunawan has great speed, so this means that he can run around the court to reach the shuttle quicker which gives him time to prepare for the correct shot. If he has time to set up it means that he can play a better shot over the net which increases his chances of gaining a point as he had more time to prepare. Elite players also have more speed so, when he swings his racket, he hits the shuttle harder over the net. This gives him a higher chance of winning points.

Slow players would struggle to reach the shuttle in time. This is a disadvantage the opponent could spot your weakness and therefore play shots far away from you so you can't reach the shuttle. If you do not have speed but you do reach the shuttle it will not give you as much time to set up so therefore your shot will not be as good as it would be if you had good speed. Lack of speed also means that when you hit the shuttle it will not have as much power therefore isn't going to the back of the court and is more likely to go to your opponent. Racket speed means more power in smashes and clears to help you reduce opponent's time.

Skill fitness components:

Agility:

Agility is the ability to change direction quickly to allow performers to out manoeuvre an opponent. Agility is used in sports like football to change direction with the ball so that you can move around your opponent to be able to have a shot or pass.

In badminton agility is so important, you will use it throughout the whole game that on average will last approximately 8-12 minutes. Good agility will mean that the player can change direction and move around the court quickly so that they can always reach the shuttle.

Players like Go Ling cover the whole court in a short amount of time so that she can reach the shuttle. If their opponent hits the shuttle to the front of the court, she can use her agility to push off and move forward to the front of the court play his shot then move back to the middle of the court so that she is ready to play the next shot wherever it is going. This will increase the chances of winning the match because she is able to reach the shuttle almost every time. Although a small court, elite players move out from the centre and back repeatedly whilst maintaining balance.

Poorly agile players can't reach shots when moved from front to back or side to side. They will struggle to quickly move from the front to the back to hit the shuttle back over the net. So, this would result in the player with poor agility will increase chances of missing the shuttle so therefore also increases the chances of them losing the match.

Co-ordination:

Co-ordination is the ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique. Co-ordination is crucial in sports such as gymnastics. Where multiple body parts are moved to complete a skill when competing in a competition.

In the sport of badminton co-ordination is crucial in games as you will constantly be using two or more body parts to play shots over the net. Good co-ordination will result in a player to be able to play better shots during the game and make the shots go in the direction that you want them to go in.

Lin Dan maybe the greatest badminton player of all time, has immense co-ordination and can maintain his co-ordination throughout the whole 8-12 minutes of the game. He uses his legs and arms well together. He uses his legs when he is running towards the shuttle and his arms to prepare to hit the shuttle and when he hits the shuttle. This will result in him being able to complete technically correct shots and striking the shuttle perfectly.

Whereas, a player that struggles to co-ordinate their body, will struggle to play the full game without making any timing mistakes. They will not be able to play a smooth shot in badminton. This is because they will not be able to use all the body parts at once that are needed to play the shot. So, their timing is out, and they hit the edge of the frame or miss the shuttle.

Reaction time:

Reaction is 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. This is a crucial in 100m because it is a short distance race so you need to react to the gun as soon as its shot to start running so that you can get ahead of your opponents.

In the sport of badminton reaction time is vital. Players constantly react to the shuttle being hit over the net and having to move in the direction it is going in.

By responding to a powerful smash quickly a player can move in the direction it is going and prepare to play the shot over the net. They can react to the shuttle being hit over the net quickly. he will have more time to set up for the shot which is good because he will be able to play the shot where he wants it to go. So, if he has good reaction time. Another example when elite players use reaction time is when the shuttle hits the net and topples over. They can respond quickly and get there before it hits the floor.

However, if a player has poor reaction time, they will struggle to react to the shuttle being hit over the net to them. This is because the player will have less time and not get their racket up in time to move in the direction the shuttle is going to.

[Top 10 Best Badminton Players of All Time \(geeksforgeeks.org\)](https://www.geeksforgeeks.org/top-10-best-badminton-players-of-all-time/)

Principal Moderator's Commentary

Mark: 10 marks

The learner has been correctly awarded 10 marks for the evidence submitted for this task.

In the evidence presented the learner has covered 6 components of fitness that have been listed in the teachers' content section of the specification for learning outcome (A). The learner has discussed 3 physical fitness and 3 skill-related components of fitness that are required to participate in Badminton.

The evidence presented is a well-developed account of the use of the components, for each component of fitness the learners has summarised in detail impact that the component of fitness can have on performance.

The Marks are awarded for:

- how the components are used in general
- how the components link to the sport e.g. aerobic endurance helping a centre to keep running up and down the court throughout the game.
- Specific detail is included where alternatives are provided, e.g. if there was reduced aerobic endurance you will struggle to play a full 60-minute game and will not keep up with the pace of the game.

Examples have been used to further detail the impact each component has on performance these have been linked to the sport well and the learner has avoided too much description to remain in the top band.

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_High_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: 9

The evidence presented from this learner is of a good standard. It shows evidence that is worthy of been awarded marks at the top of mark band 3. The learner has correctly been awarded 9 marks.

For this task the evidence presented is clear and supports the attainment of the marks awarded. The learner provided evidence of participation in Hockey for both isolated practices (passing, dribbling, and close control) and additional evidence showing the learner in a competitive situation. The competitive situation was presented in an appropriate setting which followed the rules of the sport. The marks that were awarded were supported by the quality of opposition that the learners were competing against, which limited the learner demonstrations and application of the strategies and tactics throughout the performance, hence being awarded top of mark band 3.

The learner demonstrated a good level of skills that were effectively applied and demonstrated on most occasions.

Strategies and tactics were included within the competitive evidence, although less so at times with the length of the competitive component presented in the video evidence which was limited. The video evidence was sufficient to demonstrate the range of skill, techniques and strategies for the learner.

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 C: 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

Netball

- Roles and responsibilities
- Scoring
- Start/restarts

[Netball \(shecodes.io\)](https://shecodes.io/)

[Netball Rules and Regulations | Play Netball \(play-netball.co.uk\)](https://play-netball.co.uk/)



Netball-scoring and sanctions

How to score:

In a game of netball there are two clear ways to score a point for your team. The first way is in open play if a goal is successfully scored from inside the goal circle the team will receive a point. The second way is if a team is awarded a technical foul, then they will receive a free shot at the net. A free shot is like a penalty pass because the player that done the technical foul will need to stand by your side when you take the free shot and can't be involved in game play until the free shot is taken. If this free shot goes in the net successfully you will receive a point.

Points received:

In a game of netball for each goal you score throughout the game you will only receive one point for each goal, and this applies for all games of netball even games of netball that are played professionally. The Australian league use a super shot in their professional league, but it is not used internationally.

During a game:

If a player is behaving in a manner that is being dangerous, disrespectful or breaking rules the umpire will start with advising the player to change their behaviour. If a team receives a free pass or penalty pass and the opposing team argue or intentionally stops play the umpire will let the team take their free pass or penalty pass 5m forward to sanction the opposing team. If another incident happens with the same player, they will receive another warning and if they carry on, they will get a suspension of two mins. But if the player is continuously being dangerous or breaking rules intentionally, they will be sent off for the whole game.

Netball-Umpire

In every game there will be 2 umpires. The umpire will control the game according to the rules of the game. A netball umpire will wear clothing that is distinct from both teams that are playing so that there are no confusion between teammates.

Before a game:

Before the game starts the umpire will check the field of play, goal posts and all match balls to ensure that they are safe to play with or on it. They also need to check players to ensure they meet the requirements for the game and to be able to play such as nails and jewellery. They will make sure you have no jewellery on and that your nails can't be seen over tip of finger. To start the game the umpire will need to bring the captains from both teams together to determine who will start with the first centre this is usually decide by a coin toss. The umpire will blow two whistles before the start of the game. The first whistle will be a 30 second whistle to signal to all the players that they need to take positions on the court. The second one is a 10 second whistle to warn all players if they are not already on the court they need to be because the game is about to start.

During the game:

During the game, the umpire has multiple responsibilities. Th umpires' main reasonability is to ensure that all players from both teams are following the rules. But if they are not following the rules, it is the umpire's responsibility to blow their whistle correct the player that isn't playing right and give the correct award to the opposing team. It is also the umpire's responsibility to ensure that the clothing and accessory requirements are maintained by all players throughout the match. When an injury occurs it is the umpire's job to notify timekeepers if they need to pause the time if it is needed.

Netball-Co-umpire

Before the game:

As well as the lead umpire the co-umpire has many responsibilities. The co-umpire will also check the field of play and playing equipment before the game starts to ensure that the field of play is safe to play on. It is also their responsibility to check the players clothing and accessories such as checking the length of their nails and jewellery or anything else that could become a hazard to other players. The lead umpire blows the 10 second warning whistle before the game starts it is the co-umpire's responsibility to go give the ball to the team that is starting with the centre.

During the game:

The co-umpire will assist the lead umpire in making any decisions during the game such as fouls. During a centre pass if there is any foul such as someone breaks still, and the lead umpire or co-umpire doesn't notice the timekeeper will notify both umpires if the lead umpire doesn't realize still, it is the co-umpire's responsibility to call the foul and the lead umpire will give the correct award to the team the foul was against. The co-umpire will run one half of the pitch and if there is any incorrect play on the half of the court they are umpiring. If the other umpire doesn't notice incorrect play on their half of the pitch the co-umpire will signal that there was incorrect play so that the umpire can correct it.

Netball-timekeepers

In a game of netball there is at least two timekeepers that will keep track of the score during the game. The timekeepers will sit at a table on the side of the court. Timekeepers also need to be in the right clothing to take over the role of umpire if the umpire gets injured because they are normally on standby to do this if needed.

Before the game starts:

Before the game starts the timekeepers will notify the lead umpire that there is 30 seconds until the game starts. This is so that the umpire can signal to the players with a whistle that they need to take their positions on the court. The timekeepers will also notify the lead umpire when there is 10 seconds before the game starts so that the umpire can blow a 10 second warning whistle that if you aren't already on the court you need to and so that the co-umpire can go give the ball to the team that's starting with the centre.

During the game:

There are many ways during the game that time needs to be kept. The timekeepers will be the ones who keep track of the times that are needed to be tracked during the game. When the game starts the timekeepers will start the time on whatever technology they are using to keep the time. This could be a digital clock or a stopwatch. When the time for a quarter/half is up the timekeeper's role is to notify the lead umpire by using an electronic signalling device so that the umpire can stop game play by blowing the whistle. When an injury occurs on the court if needed the umpire will signal to the timekeeper to stop the time so that game play is not wasted and once the game is being played again, they will start the timer again. The timekeepers will also track half time and once the full 13 minutes is up.

Netball-scorers

In a game of netball there is two scorers from each team but only one of these is the official score keepers. Scorers will keep track of the score throughout the game so that no team gains or loses a point because the umpire forgot to write it down on their score card.

Before the game:

Before the game starts the scorers will take note of all the players names and what positions they are playing in on the court. They will also take note of the team officials names.

During the game:

During a game of netball scorers have lots of responsibilities that are very important. Netball scorers are expected to keep a record of any team changes or substitutions as a part of their responsibilities. When there is a goal scored, the scorers will need to write it down to keep track of what the final score is. If the goal is successful meaning no one was offside or there was no fouls the scorer should write this down towards the final score. They need to keep a record of the centre passes so that when a goal is scored, or they are restarting from half time that they know which teams centre pass it is. If the umpire doesn't know whose centre pass it is the scorers will signal to the umpire which team gets it.

Netball officials' equipment/clothing:

Umpire/co-umpire

In most situations a netball umpire will wear a plain white t-shirt and dark coloured shorts so that they stand out. But if any team has the same or similar coloured clothing the umpire will wear any coloured clothes that makes them stand out from both teams. The footwear requirements for umpires is that they must wear track shoes or proper running trainers so they can move efficiently around the court. A netball umpire will need to have a netball rule book in case they face a rule they do not know, a score sheet even though they have scorers, a set of cards in case they are needed, a pen to track the score, a whistle to use in the game and a hairband to help indicate which team starts with the centre.

Scorer:

A scorer in netball doesn't need to wear much different clothes from the umpire and co-umpire. They usually need to wear a plain shirt normally white and dark shorts. Their footwear doesn't really matter as they will be sat at the table scoring and not running around but they would normally wear trainers in case they do need to do anything. A netball scorer will need a score sheet that is specific to netball scoring, a pen so that they can write down the score and an electronic signalling device so that they can signal to the umpire and co-umpire when they need to.

Timekeeper:

A timekeeper will normally wear a plain outfit that consists of a t-shirt and shorts. Like the scorers they will not be running around they will be sat down so their footwear is not too important. But they would normally wear trainers in case they do need to get up and do something. A netball timekeeper will need some sort of tracking device this could be a watch or stopwatch; they also need an electronic signalling device in case they need to communicate with the umpire or co-umpire and they might also need a pen to write down something.

Health and safety:

Before a game of netball players will be checked for clothing and accessories. Their clothing will be checked to ensure that there is nothing sharp connected to the clothing. They will also be checked to ensure they are wearing no jewellery such as earrings, bracelets or necklaces. This is to ensure that there is no risk of any places being hurt whether it's themselves, a teammate or an opposing player. The nail length will also be checked to ensure they are not a dangerous length to themselves or others. The equipment for the game will also be checked. The ball that is going to be used to check it is pumped up enough, goal posts will be checked to ensure they are not going to fall and checked that they have a protective layer on the and so nobody gets injured from knocking into it. The court will be checked to ensure that there is nothing on the pitch this is so that no one falls or slips on it, and it is safe to play on. The environment around the court will also be checked to ensure nothing is too close to the court that the team can't take throw ins or could roll onto the pitch and injure someone.

Fitness requirements of officials:

Officials in netball must have good fitness levels especially the umpires of the game. This is so that they can keep up with game play throughout the whole 60 minutes of the match. Being physically fit sets a good example for the players but also allows the umpire to keep up with the game so that they can see what's always going on. Different levels of umpires will need different fitness levels. For example, a B award umpire will need to achieve on the multitest fitness test.

Netball-start

Starts rule:

To start a game in netball the two captains come together and whoever wins the coin toss gets the first centre. Before the umpire blows the whistle to start the game all players must start in their goal third apart from the two centres. The two centres will start in the middle third of the court. The centre of the team starting with the first centre will stand in front of the circle the centre from the opposing team will choose to mark goal defence (GD) goal attack (GA) to block the opposing team's centre passing to their teammates. The centre of the team that won the coin toss will step one foot into the centre circle this will start the game of netball and then the centre will pass the ball to one of their players. The player receiving the ball from the centre pass must receive the ball in the centre third of the court. If there is failure for it to be received in the centre third the other team will get a free pass.

Action by official:

The lead umpire will blow two whistles before the game starts as a warning. The first warning whistle will be 30 seconds before the game starts and this signals to both teams, scorers, timekeepers and coaches that the game will start soon and that the players need to take their positions on the court. The last whistle will be a 10 second warning whistle the co-umpire will walk up the side of the pitch when this whistle is blown to give the ball to the team that is starting with the first centre. When the 10 second whistle is blown all players must be on the court in their positions ready to play so the game can start. The umpire on the right of the player starting with the centre blows the whistle to start the quarter.

Netball-footwork

Restart rule:

In a game of netball players are not allowed to move while they have possession of the ball. Footwork is done when a player lands on one leg with the ball and then lands on their other leg but continues to move the leg they originally landed on. If footwork happens a free pass will be given to the opposing team. To prevent footwork happening the player receiving the ball could either land by planting both feet on the ground and choosing a foot to be their leading foot. The leading foot means they can use that foot to pivot but the other foot cannot move. But the player could also land by landing on one foot then the other but the foot that was originally landed on cannot move but the foot landed on second can.

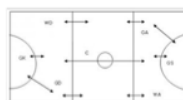
Action:

The umpire will blow the whistle so that all players stop playing and look at the umpire. The umpire will then raise their hands in front of them put their hands flat and move them up and down to represent and tell the players that footwork has been done. This will result in the opposing team receiving a free pass from the spot where the player started to take steps with the ball. The umpire holds out their arm to signal where the free pass should be taken.

[Umpiring Hand Signals | Netball Zug](#)



Bettering your netball positional play - ActiveSG



Netball-offside

<https://www.youtube.com/watch?v=DjmWFS--8K4>

Restart rule:

In netball depending on what position, you are playing in tells you what areas of the court you can and cannot go in. All players whether they have the ball or not cannot go in an area where their position is not allowed to enter. If any player does go offside the umpire will blow the whistle and a free pass will be given to the opposing team.

Action by official:

The umpire will blow their whistle to stop the game and gain all the players attention. The umpire will then do the hand signal for an offside. This is shown by the umpire pointing both arms to the left to represent that there has been an offside. The opposing team will then receive a free pass from the place where the offside occurred. The umpire again uses their arm out to signal where the free pass should be taken.



Netball-Replayed ball

Restart rule:

In a game of netball, you cannot replay a ball. When you lose control of the ball and drop it then pick it back up this is called a replayed ball. This will result in the opposing team receiving a free pass. If a player taps or deflects the ball and then takes possession this would not be classed as a replayed ball because the player did not have full control of the ball.

Action by official:

The umpire will blow the whistle when a player replays the ball to stop the game play to indicate that a rule of netball has not been followed. The umpire will then raise their arms out flat as demonstrated in this image. The umpire will then indicate it is a free pass to the opposing team.



<https://netballzug.com/2013/10/03/umpiring-hand-signals/>

Netball-Held ball

Restart rule:

In a game of netball, you can only hold the ball for a certain amount of time before you must release it to one of your teammates. The time you are allowed to hold the ball for is maximum of 3 seconds. If a player has possession of the ball for longer than 3 seconds.

Action by official:

The umpire will then blow the whistle after someone has held the ball for over 3 seconds to stop the game, so the players pay attention to the umpire. The umpire will then raise one arm in the air and hold up 3 fingers to represent to all the players that the ball has been held for longer than 3 seconds. This means that the opposing team will receive a free pass from where the player held the ball for over 3 seconds.



<https://netballzug.com/category/rules-of-netball/>

Netball-Contact



<https://netballzug.com/category/rules-of-netball/>

Restart rule:

When attacking, defending or playing the ball in netball, the opposing team/players could come into physical contact with you. If a player interferes with the opponents play or body movements whether it is accidental or deliberate the umpire will class, it as contact. This will result in a penalty pass against the team that done the contact.

Action of official:

The umpire will blow the whistle to stop the game. The umpire will now then raise their arms and put the tips of their fingers against each other to signal to the players that there has been contact. This will result in the umpire telling the players it is a penalty pass against the person that done the contact. This means that the player that done contact will need to stand next to the opposing player taking the penalty pass and they cannot be involved in game play again until the penalty pass has been taken.

Netball-Obstruction



<https://netballzug.com/category/rules-of-netball/>

Restart rule:

A player who is standing within 3 feet of an opponent, whether they are attacking or defending may not use movements that take their hands away from their body or limit the possible movements of an opponent. If an opponent that you are making does not have the ball the 3 feet rule does not apply but you must keep your arms by your side. But if you are marking an opponent that has possession of the ball you must be 3 feet away from them otherwise you cause obstruction. If you do cause an obstruction the opposing team will receive a penalty pass.

Action by official:

The umpire will blow their whistle when an obstruction has happened to stop the game play and get all the players attention. The umpire will then continue to but both arms out wide and point them downwards to signal to the players that there has been an obstruction. This will then result in the opposing team getting a penalty pass. The player who obstructed must stand by the side of the player taking the penalty pass and cannot be involved in the game again until the penalty pass is taken.

[Rules of Netball | Netball Zug](#)

Netball-over a third



Restart rule:

In a game of you're the ball cannot be passed over one third of the court, you must complete a few passes within a third to then work your way towards the net you're scoring in with the ball. If a player does pass the ball over one third of the court without being touched or caught by a player a free pass will be given to the opposing team. The opposing team will take the free pass from where the ball crossed the second transverse line.

Action of official:

The umpire of the game will blow their whistle to stop game play and signal to the players that a rule of netball has been broken. Once the umpire has both teams' attention, they will put one arm out and point it slightly upwards o signal to both teams' that the ball was thrown over one third without being touched or caught by a player in between. The umpire will then give a free pass to the opposing team from where the ball crossed the second transverse line. The umpire will use their arm to signal where to take the free pass from.

Netball-ball left the court



Restart rule:

In a game of netball if the ball leaves court there will be a throw in no matter what team the ball touched last. But the ball is not out if a player catches the ball with a foot on the line or inside the court. A ball is out when the ball leaves the court by exiting the sidelines or the line behind the goal. The throw in will not be given to the team that touched the ball last it will go to the opposing team. The team that receive the throw in can take it as soon as they are ready, they don't have to wait for a whistle or the other team. The umpire will make sure the player taking the throw in has 1 foot up close at least 15cm of line. This is because they caused the ball to go out of play which means that the teams are no longer able to carry on game play. The opposing team will take the throw in from the side of the court in the spot where the ball left the court. A player that is not allowed in the court where the throw in is cannot take the throw in it must be a player that is allowed in that area of the court.

[HandSignals.pdf \(netball.com.au\)](#)

Action by official:

The umpire will blow the whistle so that they have both teams' attention and will then signal with his arm in the direction of the team that receives the throw in. But the umpire will only blow the whistle if the ball was unseen leaving the court by the players if it obviously left the court the umpire will not call it. The umpire will raise their hand by their side and out wide depending on what team that gets the throw in depends what direction the umpire points their hand.

Netball-goal scored

Restart rule:

In a game of netball for any team to score a successful goal all players must remain inside if they are not the goal will not count, and it must be scored in the goal circle. This means that it must be passed to either goal attack (GA) or goal scorer (GS) because they are the only attacking players that are allowed in the goal circle, and it must be scored from the goal circle to be a successful goal that counts meaning it must touch either GS or GA to be a successful goal because they are the only players aloud in the circle. In a game of netball if a goal is scored all players will need to return to their starting positions on the pitch. This needs to happen no matter what team has scored. The team that starts with the ball will be alternated during the whole game. The team that receives the centre when a goal is scored depends on who got the previous centre. But if the GS or GA make any infringements before the goal is scored there will be no goal.

Action by official:

Once all players are back into their correct positions on the pitch the umpire will then indicate to the centre of the team starting with the ball that they can step into the centre circle. Once the centre has stepped into the circle the umpire will blow the whistle to indicate to both teams that they can now enter the centre third if their position allows them to so that they can receive the ball or block the ball when it is thrown. The umpire will then place the hairband in the other hand and point in the direction of the team with the centre.



5) Hand signals (youtube.com)



1A Start/restart of play
Arm held high, angled
towards goal end of
team with pass

[Netball Umpire Hand Signals | Flashcards \(goconqr.com\)](#)

Principal Moderator's Commentary

Mark: 12

The learner has been correctly awarded 10 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 well-developed summary of the officials for netball, the learner has covered each of the main officials as required.

The evidence submitted demonstrates a comprehensive understanding of each of the roles and responsibilities of officials for the learners selected sport.

In the PowerPoint presentation submitted as evidence by the learner, the learners has submitted a well-developed account of how to apply the rules/laws or regulations that have been identified for selected rules/laws or regulations.

The specific rules identified in the PSA of starting and restarting play and scoring systems were in detail and were specific to netball, 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 well-developed accounts of how the officials should apply the rules as well as the actions that they should take to enforce each of 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

Sport: Netball

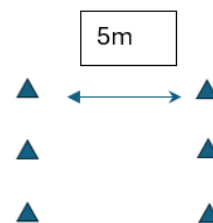
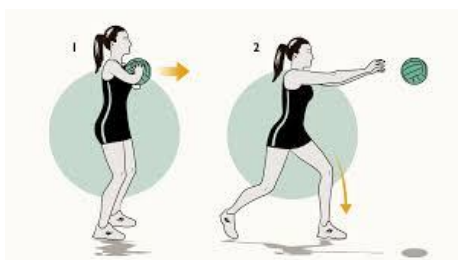
Netball: Chest pass

Throughout this task I will be explaining the 4 activities I have set up for my participants to teach them how to complete a netball chest pass successfully then at the end bringing in a game so that they can use a chest pass in a netball game situation.

First drill:

After they have completed a warmup that consists of a pulse raiser, mobilisers and stretches they will start by doing my first drill. My first drill will be a **static drill** which is aimed to allow the participant to practice the most basic form of passing without pressure from an opponent. There will be cones already set out 5 metres apart length wise. For my first drill I will need 3 balls and 6 cones so that the participants can do this activity.

All participants will get into pairs and pick up a ball, then stand on the cones opposite each other. The person starting with the ball will make a **W shape** with their hands around the ball. To pass they **step their dominant foot forwards** and **push away from their chest with elbows in**. By **following through** with their hands and wrists when they release the ball this will add power and direction. All pairs will continue practicing doing a chest pass. If a pair is struggling to throw the ball 5 metres to each other the pair will be moved closer to each other approximately 3 metres apart so that they can manage to throw the ball to each other successfully. If a pair can complete a chest pass consistently to each other without making any mistakes or dropping it, they will be moved 8 metres apart. This will give more of a challenge because they are further apart therefore having a longer distance to throw the ball. This is useful at higher levels of the game to pass the ball over a quarter or from one side of the pitch to another.

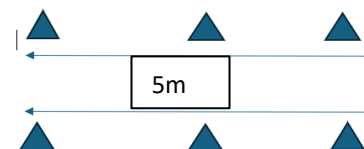


<https://www.thetimes.com/article/netball-explained-shooting-passing-and-how-we-train-733nw5hd7>

Second drill:

This drill will be moving down through the cones we used for the first drill and doing a chest pass. For this activity I will need 6 cones and 3 balls again.

The participants will still be in pairs and still stood about 5 metres apart the person who is not starting with the ball will walk forward then the person with the ball will pass it then the person who has just thrown the ball will run ahead of the person with the ball and get ready to receive the ball. To receive and catch the ball successfully they will need to have their **hands out almost in a W shape ready to catch the ball** when it's coming to them. When the participant receives the ball, they must not move with the ball. While the participants complete this activity, they must make sure they are **making a W shape with their hands around the ball** and **step their dominant foot forward** when they throw the ball and **push away from their chest** with the ball and making sure they **follow through with their arms when they release the ball**.

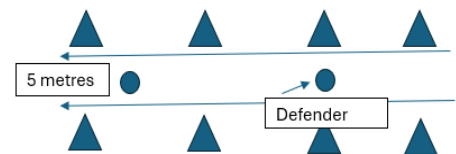


If a pair is struggling to complete this drill successfully, they will move closer together approximately 3 metres apart when they are throwing the ball. This will make the drill easier for the participants struggling because they will not have to throw as far anymore. But if a pair is completing a drill successfully consistently, they will move further apart approximately 7-8 metres apart and they will start to jog instead of walking when passing the ball. They must still make sure they do not move when they have possession of the ball.

Third drill:

After everyone can complete a chest pass with movement successfully, we will move onto my third drill. My third drill will involve an active defender. This defender will try and get in the way of you passing to your teammates, but they will not intercept the ball when it is being passed. The participants will do the same drill as they did in my second drill but this time there will be two active defenders trying to block their passing options to their pair. For this drill we will need the 6 cones we have been using for the previous drills and 2 extra cones to go on the end of the 6 cones. We will only need 2 balls for this drill because one of the pairs is now defenders.

The participants will remain in pairs for this activity but one of the pairs will now be the defenders. The first defender will stand in the middle of the second set of cones that are 5 metres apart and the second defender will stand in the middle of the fourth set of cones. Each pair will run down the cone line while staying on the inside of the cones. They will stop moving when they have possession of the ball but once they have received the ball they will run ahead of their partner and have their hands ready to receive the ball again. When a pair is moving towards a defender the defender will move along their cone line to get themselves in the way of the pair being able to chest pass to each other during the practice. Each pair will be a defender at some point during the practice so that everyone can have a go at completing the practice. When the participants are passing to each other the person with the ball must **always stand still with the ball as you must during a game of netball**. They also must make a **W shape with their hands around the ball** and **step their dominant foot forward** and then **push away from their chest** and **follow through with their pass** so that it goes in the right direction and to their partner.

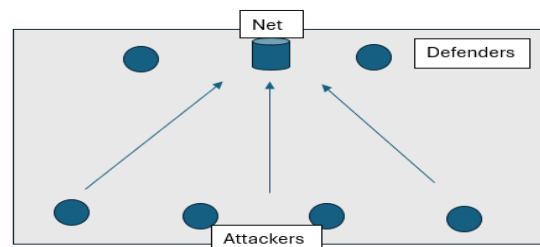


<https://www.buzzfeed.com/clareaston/learning-to-play-netball>

If a pair is struggling to pass to their partner because of the defender, the pair will have a further distance between them approximately 8 metres. This is so that they have more space to pass to their partner so the practice will become easier because there will be more open space, they can use to successfully pass the ball to their partner without the defender getting in the way. But if a pair is completing this drill successfully consistently the pair will come closer together approximately 3 metres apart. This is so that they will have less space to pass to their partner because the space they did have is now smaller so they will have to think harder about where the space is and where they are going to pass to.

Fourth drill:

Once my third drill has been completed successfully by all players we will move onto my fourth drill. My fourth drill will be a conditioned game. For this conditioned game the equipment needed will be a whistle, bibs and cones., We will use the netball court widths ways so that the attackers have a large amount of space. In this conditioned game there will be 2 defenders and 4 attackers the defenders will wear bibs. Throughout the game the defenders and attackers will be swapped so that everyone gets a chance at doing both positions. The defenders in the game are now allowed to intercept the ball during a pass. The court will be the black badminton court, and the participants will move upwards rather than across. I have chosen to do this because it means that the attackers have more space to pass to each other so therefore they will be more successful. For this drill we will need a netball net, 1 ball and 2 bibs for the defenders to wear.



During my conditioned game of netball for the attackers to score they will need to score in the netball net which will give them 1 point but if they make 5 chest passes then score, they earn 3 points. They will earn 3 points because they aim of the drill is too complete a chest passes so this will encourage the to do a chest pass because they will get more points from it. They can only score these points though if they complete the chest pass with all the teaching points that they have practised during every drill. These teaching points are they **must make a W shape around the ball with their hands, they must step forwards with their dominant foot, they must push away from their chest with the ball and follow through with their hands once they have released the ball so that the ball goes in the right direction.** This game will last about 5 minutes before swapping the defenders this game will be played 3 times with a different pair of defenders each time they play.

Justification Drill 1:

I have chosen this static drill to do because it will help the participants learn how to do a chest pass without any movement or defenders. This is important because the participant will be able to practice a chest pass without any pressure on them. I have chosen the distance of 5 metres apart for the participants to stand away from their partner because 5 metres is a common distance to pass during a game of beginner's netball. The 3 metres apart widths wise is so that each pair have enough space to complete the activity and so that no one gets hit with a ball. This practice will be relevant

and helpful in a game of netball because a chest pass is the main pass you will do in a netball game so it is crucial that you know how to do that successfully so that you can use it in a game of netball. Therefore, this drill is also crucial for a game of netball because they will need to know how to do a chest pass.

Justification drill 2:

Once the stationary drill has been mastered and everyone can complete a chest pass successfully, we will move on to my second drill. This drill will increase the complexity by adding some movement so that participants can do a chest pass while their teammate is moving. This is good because when they are passing to their teammate in a game of netball their teammate will be moving around. This drill with movement because it will help them practice moving around to receive the ball during a game of netball but still without a defender so that they can still practice the chest pass without any pressure on them. It is important in this drill that they don't move because in a game of netball if they did move, they would give away a free pass so this is a good drill to practice because it will start to teach them the rules of netball and what they can and can't do. This drill is also useful for a netball game situation because they will need to move into space constantly you receive the ball so by doing this practice, they are learning to move then receive the ball. Practice is relevant to a game of netball because when they are holding the ball they will not be moving. This is crucial that they do not move because during a game of netball if you have possession of the ball, you must not move or you give away a footwork foul and if you do you will lose possession, and the other team will get a free pass. I have chosen to move the pairs that are successful 7-8 metres apart because this is a common distance to throw in a game of netball so this will help them in a game when they need to throw long distances. It is also good for them to start to add in jogging because you are always on the move in netball unless you have the ball, so you are almost always jogging around.

Justification drill 3:

I have chosen this drill because it now adds a defender that will put pressure on the participants when they are passing. I have chosen to add a defender that puts pressure on them but doesn't intercept the ball because it will teach the person receiving the ball to get into space which they will need to do in a game of netball which is useful to learn. But it also prepares the person throwing the ball what it will be like in a netball game to have a player marking you but it is good because the player will not be intercepting the pass so this means that the player throwing the ball can learn how to do a chest pass with pressure. This is a good drill to practice because during a game of netball there will always be an active defender so this will prepare the participants for a game of netball when this is happening, but they are able to practice it easier because the defender will never actually intercept the ball they will only get in the way of passing.

Justification drill 4:

This conditioned game is a useful game for the participants to practice for many reasons. The first reason is that having a wider court will help them to use a chest pass successfully in a game because they have a lot more space than they would in a normal game of netball because the court is bigger. Another reason why it is a good practice for the participants to do is that having a scoring system where they score more if they do 5 chest passes or more will encourage them to pass to their

teammates more. This is useful for a game of netball because they will constantly be passing to their teammates throughout the game.

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 is included with these materials. Please refer to the following accompanying zip file:

2501_Sport_C2_ESM_Task 4b_High_Mark

Principal Moderator's Commentary

22 Marks (Task 4a – 10, Task 4b – 12)

Task 4a

The learner has correctly been awarded 10 marks for the evidence submitted.

The learner submitted a session plan and a justification of the activities that were highlighted in the session. The evidence submitted is of a high standard.

In the session plan the learner has included a high level of detail regarding each drill and these have been further supplemented with effective diagrams to support the learner with the delivery of the session. Clear thought has gone into the ordering of the drills, in doing this it is clear that the session should be carried out progressively by the learner when they deliver the session. In addition to the session plan, the learner has also provided a detailed justification of each drill and component of the session. These were comprehensive and fully detailed.

Task 4b

The learner has been awarded 12 marks for the evidence that they have submitted.

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

In the evidence presented it is clear that the learner has a high level of practical ability, this is shown in their ability to support the participants in the session through the use demonstration when appropriate. Obvious ability helps with demonstrations and repeating of demos.

Confident and effective demonstrations with very good teaching points are included throughout the evidence submitted. These are used throughout the session clearly highlighting all areas as the session progressed. To make sure learners are in the top band, they must show confidence to regularly stop the session (if needed) to provide further depth to improve.

The learner demonstrated good control of the group and fully interacted throughout the session consistently providing support to the participants when needed.

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.