

# **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**

**Medium Mark Exemplar**

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You will need to refer to the Tech Award specification alongside these sample materials:

[Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 4](#)

## **Note:**

The Pearson Set Assignment (PSA) and the learner's coursework used for this sample marked learner work are taken from a previous series.

You are reminded that you need to use the relevant PSA for the moderation series in which your learners have been entered.

We encourage you to use this resource to help understand how a response to a PSA is marked and use this work to standardise your assessment teams. The materials are not intended for use as a teaching tool or as a template for how individual learner responses should be carried out.

## Introduction

This '**Medium 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 / 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)**

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## 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.

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(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)**

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**TOTAL FOR SET ASSIGNMENT = 60 MARKS**

# Marked Learner Work

## Learner 2 (Medium)

**Total Marks Awarded: 36**

### **General Comments:**

For Task 1, 6 of the components of fitness that are included in the specification have been specifically linked to the sport the learner has chosen but all 11 components of fitness have been referred to in the response. Centres are reminded that learners should be directed to include evidence for only the components of fitness that are relevant to their chosen sport not all.

Video evidence provided for Task 2 is of a good standard, evidence has been included for both isolated practices (passing, shooting and dribbling) 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 mostly developed and demonstrated good application of knowledge and understanding of the roles and responsibilities of officials in football, including application of the rules/laws or regulations. Learners are not required to include all rules and regulations of their sport and, in general, no marks will be awarded for this.

The session plan and justification for Task 4a were of a good standard. The plan included adequate detail for each drill, and a mostly detailed justification for each skill/drill chosen.

The video evidence for Task 4b was of a good standard. The learner showed good practical ability to support the performers through the use of competent demonstrations of how to apply the skills, alongside the demonstrations the learner also included a range of teaching points to support the participants to perform the correct techniques.

This is a good piece of evidence and typifies the evidence submitted of a medium 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                                                                                       | <p><b>Limited</b> application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity.<br/>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>basic</b> account of the use of the components of fitness in the given physical activity with <b>some omissions</b></li> <li>• a <b>basic</b> account of the impacts of the components of fitness on performance in the given physical activity.</li> </ul> | <p><b>Adequate</b> application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity.<br/>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially developed</b> account of the use of the components of fitness in the given physical activity with <b>few omissions</b></li> <li>• a <b>partially developed</b> account of the impacts of the components of fitness on performance in the given physical activity.</li> </ul> | <p><b>Good</b> application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity.<br/>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>mostly developed</b> account of the use of the components of fitness in the given physical activity with <b>minor omissions</b></li> <li>• a <b>mostly developed</b> account of the impacts of the components of fitness on performance in the given physical activity.</li> </ul> | <p><b>Comprehensive</b> application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity.<br/>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>well-developed</b> account of the use of the components of fitness in the given physical activity with <b>no omissions</b></li> <li>• a <b>well-developed</b> account of the impacts of the components of fitness on performance in the given physical activity.</li> </ul> |

## Task 1 Learner Work

### Task 1 - Components of fitness

There are many types of fitness split into physical and skill related components of fitness – muscular strength, the amount of force you can put out or the amount of weight you can lift this is important in the sports industry as you need muscular strength to compete in many sports. If you don't have muscular strength when doing day to day things this can affect your ability to do every day activity's for example walking up and down the stairs. Having low muscular strength can lead to your body composition being low.

Muscular endurance-the ability to continue contracting a muscle or group of muscles against resistance over a lengthy period e.g., weight or body weight this will be needed in sports like shot putt or hammer because without muscular endurance you will begin to feel very fatigued when completing activities and this can lead to not competing in our sport to the best of your ability.

Speed – the maximum rate at which an individual can perform a movement or cover a distance in a time.

Aerobic endurance-your ability to exercise at a moderate intensity for a Certance period. Body composition-the proportion of fat and fat free mass in the body.

Flexibility-the ability of a joint or multiple joints range of motion this is used a lot to stretch but also in sports like gymnastics.

Physical components of fitness are important in sports because it allows you to meet the demand of performance in the sport and helps you to get to the best of your ability.

The second component of fitness is skill related. skill related components of fitness are important as they show the ability of an individual and without skill related fitness you will struggle to learn practical skills, and this will affect your performance.

This consist of agility-the ability to rapidly change body direction or to accelerate or decelerate e.g., you would use agility in sports like rugby as you must change direction and speed at many points through the game

Power- the ability to use strength and speed this is vital in many sports as this will help you have more of a chance to win as the more power you have is an advantage.

Coordination-the ability to move smoothly and accurately but also to be in control. Reaction time-the speed at which you can react to a stimulus e.g., a gun shot or a whistle depending on the sport you are playing.

Balance- the ability to stay in control of your body position. If you practice the skills e.g., reacting to a stimulus then you will be able to react quicker and this will help you to be able to be able to gain the best result possible

My selected individual sport I picked was long jump

It is essential to have speed in long jump when you are approaching the board because you need to approach the board with as much speed as possible because the more speed you approach the board with then this will help you gain more power. Power, which is speed x strength is essential in long jump when you jump off the board because you need as much. Speed is an important in long jump because without it you will not be able to reach your full potential and therefor will not be able to gain the best outcome. Power as possible to jump as high and far as you can because this could lead to you jumping the longest distance and this can lead to you winning.

You also need balance will be need because when you land in the pit the body part closest to the board will get measured also in the long jump because when you approach the board you can only jump off it with one leg so you will need balance to be able to get to the board and take off with one foot. Balance is key in long jump because if you have low-level or no balance you will not be able to land as far in the pit as your landing could be affected as you cannot stand you may fall lowering your distance. In long jump you will also need flexibility when you explode of the board it is vital you do a shoot because the shoot will help you gain height, and distance and you will need this to have a better chance of winning without flexibility you will not be able to move more than one body part at the same time meaning you will not be able to do the technique correctly meaning you will not complete it to the best of your ability.

Having elevated levels of skill and physical fitness in long jump is key as this will benefit you as you are consistent sprinting to the board this could been seen as tiring but if you have elevated levels of fitness then you can have a better chance of maintaining a consistent speed and maintaining high levels of speed will help you jump and get the best result at the end of the competition.

Having high levels of coordination in long jump will benefit you and help you the gain the most distance possible when you do a shoot in long jump as you have to synchronies your arms and legs when jumping of the board this will you have the most air time possible and this will give you a better chance of winning. Coordination is also needed when running to the board as this can help to improve power and make it more efficient and this can lead to you hitting the board more effectively coordination will also help in long jump to create a powerful take off and as well as a smooth landing, it will also make sure you do not take off over the take-off board .

Agility is vital in the long jump as it is the ability to change body position in a quick time as after you take off the board you will need to change your body shape when going into a shoot. Agility can help in long jump to help leap as far as possible off the takeoff board helping you to jump as far as possible meaning you will have the best possible outcome

### **Principal Moderator's Commentary**

#### **Mark: 7**

The work presented for Task 1 by this learner is appropriate for the level. The learner has presented the evidence using Microsoft Word and identified what the components are as well as link with the sport.

The learner has been awarded 7 marks for the evidence that they have submitted. 7 marks is the bottom of mark band 3.

The reason for allocating 7 marks for this learner is because the evidence demonstrates a good application of knowledge and understanding of components of fitness and their impact on performance in a specific physical activity.

In order for this to be at the top of mark band 3, (mark band 3: 7 - 9 marks), the learner should ensure that there is a detailed section on the impact of each component of fitness for a long jumper (individual sport). There should be further development of how each component benefits the long jumper.

### **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.

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.

For top of mark band 3, learners should provide a more detailed account of how each of the components of fitness that have been selected can be used to benefit the team sport. There should be a more detailed account of the impacts of the components of fitness on performance, providing some clear examples highlighting their importance. Examples would always be helpful, with a variety included throughout the components.

## 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 files:

2501\_Sport\_C2\_ESM\_Task 2\_Medium\_Mark\_part1

2501\_Sport\_C2\_ESM\_Task 2\_Medium\_Mark\_part2

## Task 2 Marking Grid

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

## Principal Moderator's Commentary

### Mark: 7

The evidence presented from this learner is of a good standard. It shows evidence that is worthy of being awarded marks in lower mark band 3. The learner has correctly been awarded 7 marks.

For this task the evidence presented is clear and supports the attainment of the marks awarded. The learner provided evidence for both isolated practices (passing, dribbling and shooting) and additional evidence showing the learner in a competitive situation. The game scenarios were limited and therefore reduced the marks allocated to the learner.

In order for this to be in mark band 4, (mark band 4: 10 - 12 marks), the video evidence provided must show the learner performing sporting techniques with a high level of accuracy in both isolated and competitive situations and confident demonstration of practical ability in their chosen sport.

### **Tips**

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

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

This includes but is not restricted to:

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

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

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

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

## Task 3 / Learning Outcome C

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

## Task 3 Marking Grid

| Mark Band 0                                                                                                           | Mark Band 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark Band 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark Band 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark Band 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Task 3: Officiating in sport</b>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 0 marks                                                                                                               | 1 – 3 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4 – 6 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 7 – 9 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 10 – 12 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| No rewardable material                                                                                                | <p><b>Limited</b> application of knowledge and understanding of the two given areas of development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>basic</b> account of the main officials and their key responsibilities in the chosen sport with a <b>number</b> of omissions</li> <li>• a <b>basic</b> account of the given sport specific key rules and regulations</li> <li>• a <b>basic</b> account of the actions the official would normally take to ensure adherence to the given sport specific rules with <b>some</b> omissions.</li> </ul> | <p><b>Adequate</b> application of knowledge and understanding of the two given areas of development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially developed</b> account of the main officials and their key responsibilities in the chosen sport with <b>some</b> omissions</li> <li>• a <b>partially developed</b> account of the given sport specific key rules and regulations</li> <li>• a <b>partially developed</b> account of the actions the official would normally take to ensure adherence to the given sport specific rules with <b>few</b> omissions.</li> </ul> | <p><b>Good</b> application of knowledge and understanding of the two given areas of development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>mostly developed</b> account of the main officials and their key responsibilities in the chosen sport with a <b>few</b> omissions</li> <li>• a <b>mostly developed</b> account of the given sport specific key rules and regulations</li> <li>• a <b>mostly developed</b> account of the actions the official would normally take to ensure adherence to the given sport specific rules with <b>minor</b> omissions.</li> </ul> | <p><b>Comprehensive</b> application of knowledge and understanding of the two given areas of development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>well-developed</b> account of the main officials and their key responsibilities in the chosen sport with <b>minor</b> omissions</li> <li>• a <b>well-developed</b> account of the given sport specific key rules and regulations</li> <li>• a <b>well-developed</b> account of the actions the official would normally take to ensure adherence to the given sport specific rules with <b>no</b> omissions.</li> </ul> |

## Task 3 Learner Work



# Football

Overview of football.  
What is football?  
Football is a sport consisting of 11 players who try to score goals in the opposing teams' goal without using arms or hands they also aim to follow rules and regulations

## Types of officials in football

The main referee –final decision maker

The assistant referee – supports referees' decisions

The score keeper-track score

The 4th official – make sure rules are followed

The VAR – assist referee

The timekeeper –track time

- The main role of this official is to keep the score. an advantage of the score keeper is why they keep the score the other official can focus more on their roles than focusing on the score so without the score keeper other official would not be able to do their jobs to the fullest. Fans staff and maybe even players will be unsure of the score.

The 4th official's main role is to make sure managers are following the rules and to also make sure don't leave their designated area. Without the 4th official and managers leave their designated area this could cause distraction in the game leaving other officials to take control and waste gametime . 4th officials also record the extra time that substitutions are made. Without this players would be missing out on extra time that could affect the end result of the game

## Main referee

The role of the main referee is to look out for players safety and make sure rules and regulations aren't broken. The ref is also the only one to make final decisions but also being fair and consistent. If there was no main referee then the game would not function probably as the rules and regulations would be broken and the overall outcome of the game would be unfair. They will have to check to see if their whistles work and their communication devices are working prior to the game so they can communicate with other officials as if they could not communicate then this could possibly lead to an unfair decision. Without the main referee the rules of the game would not be followed properly.

## Assistant referee

The main role of the assistant referee is to support the main referee's final decision. An advantage of having this extra official is that they have a different angle of the game. Without this assistant referee there, the referee would be left to make a decision on their own without another person's input.

## VAR

- The main role of VAR is to assist and to help see things the other officials may have missed. VAR can also pick up things that officials may not have been able to see from the angle that they are facing. Without VAR this could affect how fast decisions are made but also the accuracy of a decision. VAR can also give an instant replay where you can zoom in and out to get the most accurate sight possible. VAR will specifically look at if a player is offside as VAR can get a close and you can replay it may also look at red cards, penalties and mistaken identity when handing out cards.

## Timekeeper

The main role of the timekeeper is to keep timing of the games and how much added time will be needed. Having a timekeeper lets the other officials focus on their roles without a timekeeper then the timings collected to add on may not be accurate this may cause arguments with fans as they could not agree with the decisions being made. Time may need to be added onto the game when players are getting set up for a free kick or penalty or when a player has been injured this will stop the game for a moment meaning time will be needed to be added back on.

- **Kick-off:** Starts both halves of a match and restarts play after a goal has been scored.
- **Free kicks:** the ball must be stationary the ground and players must be at least 10 yards away from the ball before ball is in play
- **Penalty kicks:** Awarded for fouls in the penalty area. The penalty cannot be taken until main referee's whistle is blown
- **Throw-ins: players** feet must be behind the line the must also be held behind the head with both hands
- **Goal kicks:** it can be taken from any point within the goal area and the other team must be out the area
- **Corner kicks:** Awarded to the attacking team when the ball goes out of play over the goal line after being touched by the defending team. Can be taken by any player and players must be around 10 yards from where the Coner kick is being taken

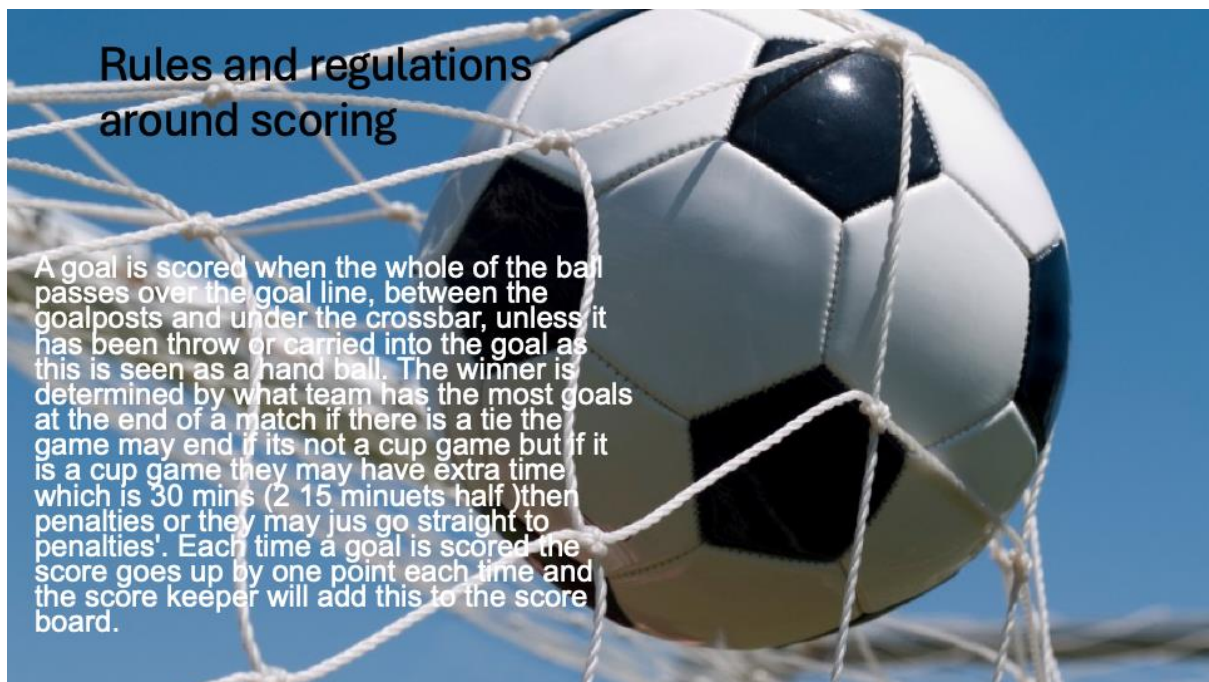
They game is started with 11 players on each side of the pitch one team with start with possession of the ball the team that will start kick off is decided by a coin flip, the winning team will start then the whistle will be blown this is when the team with the ball will make a pass once the pass is made the ball is in play .

- They are expected to blow the whistle to indicate if play has stopped or started without this officials would not have control over the game or the players. The officials must also signal with their hands to show what team will start with the ball without this being in place players and fans may not be aware of who is starting with the ball, and this could cause confusion . When a corner kick is given officials will blow their whistles and point to the team's side which the corner or free kick has been awarded to. Referees may also do this with throw on to indicate which team will take the throw on .officials such as a lines man will use a flag to indicate which team has won the corner.

A.

Actions official are expected to take after a goal has been scored

- First officials will see if the goal was allowed or disallowed, they could do this by seeing if the ball crossed the line and if they are unsure of offside than can check VAR if the goal was in the scorekeeper would change the score and this would make fans aware of the new score



## Rules and regulations around scoring

A goal is scored when the whole of the ball passes over the goal line, between the goalposts and under the crossbar, unless it has been thrown or carried into the goal as this is seen as a hand ball. The winner is determined by what team has the most goals at the end of a match if there is a tie the game may end if its not a cup game but if it is a cup game they may have extra time which is 30 mins (2 15 minuets half )then penalties or they may jus go straight to penalties'. Each time a goal is scored the score goes up by one point each time and the score keeper will add this to the score board.

### **Principal Moderator's Commentary**

#### **Mark: 7**

The work presented for Task 3 by this learner is appropriate for the level.

The learner has been awarded 7 marks for the evidence that has been submitted. 7 marks is the bottom of mark band 3.

The reason for allocating 7 marks for this learner is because the evidence submitted demonstrates a mostly developed account of the main officials and their key responsibilities in the chosen sport (in this instance football). The learner has provided a mostly developed account of the rules associated with the starting and restarting play and the scoring systems in football, which were the rules that were identified to be included in the evidence in the PSA.

In order for this to achieve higher marks in to mark band 4, there needs to be a well-developed account for key responsibilities, sport specific key rules and regulations and more detail with the actions that the main officials would take to ensure adherence to the sport specific rules. (mark band 4: 10 - 12 marks).

### **Tips**

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

Learners should only summarise the selected rules/laws as outlined in the PSA and in addition to summarising the rules learners should also summarise the actions that each of the officials are expected to take to ensure the rules/laws are appropriately administered. In this series learners were only required to summarise starting and restarting play and the scoring systems relating to their chosen sport.

Learners must summarise the roles and responsibilities of each official for their selected sport.

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

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Task 4: Improving participants' sporting skill (written)</b><br><b>Learning outcome C: Demonstrate ways to improve participants sporting techniques</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 0 marks                                                                                                                                                    | 1 – 3 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4 – 6 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 7 – 9 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10 – 12 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| No rewardable material                                                                                                                                     | <b>Limited</b> application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill.<br>Evidenced through: <ul style="list-style-type: none"> <li>• <b>basic</b> plan with <b>little</b> relevance to the chosen sport skill</li> <li>• <b>basic</b> account to justify the choices of activities included in drills and conditioned practices with <b>little</b> relevance to the techniques required for the chosen sport skill.</li> </ul> | <b>Adequate</b> application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill.<br>Evidenced through: <ul style="list-style-type: none"> <li>• <b>partially detailed</b> plan with <b>some</b> relevance to the chosen sport skill</li> <li>• <b>partially developed</b> account to justify the choices of activities included in drills and conditioned practices with <b>some</b> relevance to the techniques required for the chosen sport skill.</li> </ul> | <b>Good</b> application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill.<br>Evidenced through: <ul style="list-style-type: none"> <li>• <b>mostly detailed</b> plan which is <b>mostly</b> relevant to the chosen sport skill</li> <li>• <b>mostly developed</b> account to justify the choices of activities included in drills and conditioned practices which is <b>mostly</b> relevant to the techniques required for the chosen sport skill.</li> </ul> | <b>Comprehensive</b> application of knowledge and understanding of planning drills and conditioned practices for a chosen sport skill.<br>Evidenced through: <ul style="list-style-type: none"> <li>• <b>fully detailed</b> plan with <b>specific</b> relevance to the chosen sport skill</li> <li>• <b>fully developed</b> account to justify the choices of activities included in drills and conditioned practices with <b>specific</b> relevance to the techniques required for the chosen sport skill.</li> </ul> |

## Task 4a Learner work

|                     | Timing                                                                                                                       | Drill                                                                                                                                                                                           | Teaching points                                                                                                                                                                                                                                                                                                                                                                                                  | Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Isolated practice 1 | <p>This drill will last around 3 minutes</p> <p>As many try as, they can fit in this time</p>                                | They will be in pairs passing to each other with a short distance of 5 meters and they will do this for 3 minutes doing this will help you focus on the skill and not distractions around them. | Ask player to pass with the instep of their foot they will do this by non-dominate foot around a fist away from the ball and point this foot towards their target they will then use there dominate foot to follow through to the ball to pass have you head up to look at target                                                                                                                                | If players are finding the drill to easy, then I will ask them to pass will non-dominate foot and do a first-time pass If the players pass is not accurate and finding the drill difficult, I will ask the to take a touch before passing if their pass and to remain using dominate foot. Their body: Players should adopt a side on body shape allowing them to receive the ball and be able to pass to the player opposite them. |
| Isolated practice 2 | <p>This activity will also last 3 mins</p> <p>They will all have as many passes as they can achieve in the time provided</p> | They will stand around 20 meters apart and pass back and forward to each other. There will be cones set out where they should stand.                                                            | Ask player to pass with the instep of their foot they will do this by non-dominate foot around a fist away and point this foot towards the target they will then use there dominate foot to follow through to the ball to pass have you head up to look at target. Keeping the ball on the floor to make it easier for your partner if they are finding this easy they can then pass off the floor long distance | If they are finding this easy, I will ask player to use non-dominate foot take a step back and to also use a first-time pass If they find it to difficult, I will ask participants to take a step forward they can stand around 5 meter closer to their partner.                                                                                                                                                                    |

|                      |                                                                                                 |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                               |
|----------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conditioned practice | This drill will last 4 mins<br>They will have as many goes as they can fit in the time provided | This will consist off a 5v5 match moving up the pitch towards the goal and they will have to pass to every player at least once before they can shoot | To make this drill easier I will tell them and show them how to pass on the move if they can't do it. They rotate round by after passing getting into a space you could also get them to do short distance passes with their dominant foot to help them. The more space you have the easier it is to pass | I will get my players to pass with less touches and at a fast pace to maximise the time in the game and to move the ball down the pitch as fast as possible after they score a goal the goal keepers will change so everybody will get a chance to practice passing in conditioned practice or game situation |
|----------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Justification of isolated drill 1:**

Improving passing will positively affect the overall team as they will be able to keep possession for longer and this can lead to them having an overall better result as it allows players to find a good rhythm of play allowing them to find channels to pass down allowing them to have goal scoring opportunities that can lead to a better end result and winning. Improving passing helps an individual to have more confidence and be able to find an option to make the right choices on the pitch. Short distance isolated practice will help players in a game situation as it works on improving the technique in isolation that they can use when playing a game to be more accurate and confident.

### **Justification of isolated drill 2:**

Long distance passing will help players to be able to work in a game situation as it will able the players to find options in the game and accurately pass. Doing this isolated practice will help them with long distance passing as they are just focused on the long-distance pass and perfecting the technique with no distractions to them and be stronger as a team. Players may use long distances passes in a game situation when trying to play the ball and to quickly move the ball up and down the pitch. This skill will help improve individuals as they will feel stronger to make long range passes in a game being more accurate. Long distance passing helps the whole team as they will be able to hold possessions and move far away from players and pass around them it is important to maintain possession as it gives you a higher chance to win a game and create more chances to score.

### **Justification of conditioned practice:**

This benefits the players included as they will be able to move up and down the pitch is as least time as possible this will improve their game as they will be able to get as close to the goal in the smallest amount of time. Players will move down the pitch with the ball trying to do it by passing to incorporate the skill they have learnt in their isolated practices this will help players to score with least number of passes. Conditioned

practices help to play a game in training so when you play a match, you are able to pass more accurate and with more confidence.

This improves individuals' skill as they will be able to pass on the moves and at a faster speed with the least number of touches possible as this will enable them to get to the goal quicker and more efficiently this also makes it harder for the opposing team as they will find it harder to intercept and take possession. This is so you can move away from your own goal and get closer to the opposing team's goal. Passing, rather than dribbling or running with the ball, is usually the quickest and most effective way to score a goal. Passing on the move brings an advantage for the team with the ball, without allowing the opposing team to gain possession.

## Task 4b Marking Grid

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

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

2501\_Sport C2\_ESM\_Task 4b\_Medium\_Mark

## **Principal Moderator's Commentary**

### **15 Marks (Task 4a – 7, Task 4b – 8)**

#### **Task 4a**

The learner has correctly been awarded 7 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 good standard.

The learner has showed a good application of knowledge and understanding of planning drills and conditioned practices for their chosen sports skill. They have produced a mostly detailed plan and mostly developed account to justify their choices of activities which are mostly relevant to the sports skill chosen.

In order for this to be placed at the top of mark band 3, 9 marks, the session plan should include more detail and the account should include more detail around the technical elements required in each component of the session. There should be a greater depth of information regarding the activities included and how they link to the specific sport skill.

#### **Task 4b**

The learner has been awarded 8 marks for the evidence that they have submitted.

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

In the evidence presented it is clear that the learner has a good level of practical ability, this is shown in their ability to support the participants in the session through the use demonstration when appropriate.

Competent demonstrations with a range of teaching points and support to participants is included throughout the evidence submitted. 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 but sometimes had a 'stand back' approach.

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

**Tips****Task 4a**

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

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

**Task 4b**

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