



Mark Scheme (Results)

June 2025

Pearson BTEC Tech Award

In Sport (BSP03)

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:

<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>

You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2025

Publications Code BSP03_2506_MS

All the material in this publication is copyright

© Pearson Education Ltd 2025

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

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance

Points-based mark schemes are made up of:

1. Mark scheme rubric:

A mark scheme rubric instructs an examiner as to how each mark is awarded.

2. Example responses:

These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.

3. Additional marking guidance:

This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

Applying the points-based mark scheme guidance

Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:

1. Indicative content:

Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.

2. Levels-based descriptors:

Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors

Examiners should take a 'best fit' approach to determining the mark.

- Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
 - o marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
 - o where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

Question number	Answer	Mark
1 (a)	Award one mark for: • B – Balance (1)	(1)

Question number	Answer	Mark
1 (b)	Award one mark for: • D – Sit and reach test (1)	(1)

Question number	Answer	Mark
1 (c) (i) & 1 (c) (ii)	Award one mark for naming each method of training and one mark for describing each method, up to a maximum of two marks per method of training. Flexibility • Static active (1) an internal force or pressure /stretching by themselves (1) • Static passive (1) stretching with a partner or object/wall/external force (1) • Proprioceptive Neuromuscular Facilitation/PNF (1) use of a partner/immovable object/external force/gradually increase the stretch or range of motion (1) DNA static stretch (TV) DNA passive stretch (TV) DNA active stretch (TV) Need to have the ID to be awarded the expansion Accept any other appropriate answer.	(4)

Question number	Answer	Mark
1 (d)	Award one mark for: • Rate of perceived exertion/RPE (1) • Borg scale (1)	(1)

Question number	Answer	Mark
1 (e)	Award one mark for: • Reversibility (1)	(1)

Question number	Answer	Mark
1 (f)	Award one mark for each identification, up to a maximum of two marks. • Age (1) • Weight/overweight (1) • Height (1) • Injuries (1) • Medical/health issues/Example (1) • Previous experience of exercise/fitness level (1) • Activity likes and dislikes (1) • Availability to exercise (1) • Current levels of training (1) • Maximum/resting heart rate (1) • Strengths/weaknesses (1) • Goals/aims (1) DNA alcohol/smoking DNA Diet DNA PAR-Q DNA Informed consent DNA Lifestyle and physical activity questionnaire Accept any other appropriate answer.	(2)

Question number	Answer	Mark
2 (a)	Award one mark for each correctly matched line, up to a maximum of two marks. A Variation (1) B Time (1)	(2)

Question number	Answer	Mark
2 (b)	Award one mark for each identification below, up to a maximum of three marks. • Participant stands 1m/2m away from a wall (1) • Participant faces the wall (1) • The assistant starts the stopwatch (1) • Participant throws a ball (with one hand) (1) • Participant then catches the ball with the opposite hand (1) • The number of successful catches is counted/continue to throw (1) • The test lasts for 30 seconds/1 minute (1) • The results are recorded (1) • Best score is taken (1) Accept any other appropriate answer.	(3)

Question number	Answer	Mark
2 (c)	Award one mark for identifying a correct reason and one mark for linked expansion. To be able maintain a steady pace for a long/prolonged period of time/30 minutes or to supply oxygen to the working muscles (1) to maintain performance/so that individual does not fatigue in the basketball game/to be able to run for the duration of the game/Reference to the length of the game (1) Need to have the ID to be awarded the expansion Accept any other appropriate answer.	(2)

Question number	Answer	Mark
2 (d)	Award one mark for: C – Cardiac hypertrophy (1)	(1)

Question number	Answer	Mark
2 (e) (i) & 2 (e) (ii)	Award one mark for naming each FITT principle and one mark for describing each FITT principle, up to a maximum of two marks per basic principle of training. • Frequency (1) how often they train/the number of sessions/increase the frequency (1) • Intensity (1) how hard the individual is working/training/increase the intensity (1) Accept examples of how frequency/intensity could be applied for the expansion e.g increase reps Need to have the ID to be awarded the expansion Accept any other appropriate answer.	(4)

Question number	Answer	Mark
3 (a)	Award one mark for: • Low (1)	(1)

Question number	Answer	Mark
3 (b)	Award one mark for: • Low cost/cost/cheap (1) • Minimal equipment required (1) • Easy to set up (1) • Takes little time to set up/perform the test/analyse the results (1) • A number of participants can take part in the test at any one time (1) • Can be carried out anywhere (1) DNA responses linked to reliability e.g. diet/bloating/clothing Accept any other appropriate answer.	(1)

Question number	Answer	Mark
3 (c)	Award one mark for identifying a correct example of intrinsic motivation and one mark for linked expansion. Example (1) • Enjoyment/interesting • Satisfaction • Pride Expansion (1) This comes from within the performer/personal to the performer/internal/internal source/associated with reaching or achieving a goal/when achieving a personal best DNA tangible rewards e.g. trophy Can award the expansion without the ID Accept any other appropriate answer.	(2)

Question number	Answer	Mark
3 (d)	Award one mark for identifying the correct word, up to a maximum of two marks. • Realistic/Recorded (1) • Exciting (1) Accept recordable for R	(2)

Question number	Answer	Mark
3 (e)	Award one mark for an identification and one mark for linked expansion • Goals give you something to aim for/work towards (1) which makes you work harder/more determined/want to reach your goal/more focused/make progress (1) • Set/achieve short term goals (1) makes them work harder (1) • If the goal is SMARTER/ specific/measurable/achievable/realistic/time-related/exciting/recorded (1) provide direction for behaviour/measure progress/work harder/keep training (1) • Goals inform the design of the training programme (1) to maintain focus/determination on the task to guide the individual to achieve the goal (1) DNA improve motivation Need to have the ID to be awarded the expansion Expansion can be mixed with different ID's Accept any other appropriate answer.	(2)

Question number	Answer	Mark
3 (f)	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. Assessment may consider: Specificity • The training is specific/meets the needs of the individual/sport/component of fitness/area for improvement • Power/Agility/Balance • Karate specific exercises/sparring • To be able to punch/kick with speed and force • To change direction quickly to move away from their opponent • To remain upright and steady on feet to continue to spar Sub max 3 marks Rest and recovery • Period of time with no training • Early on in the programme more rest is required • Rest days reduce from three days in week 1 to one day in week 6/frequency of training sessions increases • Active recovery <u>at a low intensity</u> • To allow the body to return to <u>normal state/full fitness</u> • To repair <u>with example</u> e.g. repair to the muscle/repair from exercise • To improve/increase fitness or performance levels/progress/adapt	(6)

	• To prevent injury/overtraining/over doing it/fatigue DNA – Building up the body/relax DNA repair/recover on own with no application Sub max 3 marks Accept any other appropriate answer.	
--	--	--

Level	Mark	Descriptor
	0	No rewardable content.
1	1-2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to judgements which are superficial or unsupported.
2	3-4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to partially supported judgements.
3	5-6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to supported judgements.

Question number	Answer	Mark
4 (a)	Award one mark for: Physical activity readiness questionnaire (1)	(1)

Question number	Answer	Mark
4 (b)	Award one mark for the identification, up to a maximum of two marks. Award one mark for the linked explanation, up to a maximum of two marks. • To collect baseline data (1) to compare against normative data/to identify what you need to work on (1) • To identify current fitness levels (1) to set the training programme at the right intensity/level/method of training/COF/to show improvements or progress/motivation (1) • Set goals (1) to show progress/improvements/ motivation (1) • To inform the training programme design/tailor or suitable for the individual (identify strengths or weaknesses) (1) weaknesses focused on/to improve/make progress/ (1) • To improve motivation (1) seeing that the programme is working can increase further participation (1) • To track progress/to see if the programme is working (1) increase motivation/amend the programme if required (1) DNA find out what level (without fitness) Only credit strengths and weaknesses once ID and expansion can be inter-changeable Accept any other appropriate answer.	(4)

Question number	Answer	Mark
4 (c)	Award one mark for: • The participant understands what is involved in the test (1) • The participant agrees/gives permission/written agreement/signs (1) • Know/understand the risks (1) DNA consent to the test Accept any other appropriate response.	(1)

Question number	Answer	Mark
4 (d)	Award one mark for each correctly matched line, up to a maximum of two marks. A Alisha wants to win a tennis tournament. (1) B Alisha uses training methods to improve hand-eye coordination. (1)	(2)

Question number	Answer	Mark
4 (e) (i)	Award one mark for identifying a correct reason. Award one mark for expansion. • Low weight/high reps (1) to be able to hit, serve or return the ball back <u>continuously</u> or for <u>long periods</u> or <u>match</u> (1) Application needs to link to tennis and returning the ball repeatedly DNA hit/return the ball Need to have the ID to be awarded the expansion Accept any other appropriate answer.	(2)

Question number	Answer	Mark
4 (e) (ii)	Award one mark for each identification, up to a maximum of two marks. Award one mark for each linked explanation, up to a maximum of two marks. Advantage • Can be performed in large groups (1) saves time/can be cheaper (1) • Can use body weight exercises (1) so that the cost is reduced/free (1) • Exercises can be tailored to the sport/activity/individual needs/component of fitness/muscle group (1) so that it is sport specific/improve performance (1) • Variation/range of exercises can be included (1) to prevent boredom (1) Disadvantage • A lot of equipment can be required (1) so can take a long time to set up/expensive (1) • May require specialist equipment (1) so may be expensive/not accessible (1) • Can require a large space (1) so not a practical method of training (1) • High intensity/Inappropriate work to rest ratios (1) can lead to fatigue/tiredness/injury (1) Need to have the ID to be awarded the expansion Accept any other appropriate answer.	(4)

Question number	Answer	Mark
4 (f)	Award one mark for each identification, up to a maximum of two marks. Award one mark for each linked explanation, up to a maximum of two marks. Advantage • Cost is low/can be free (1) making the sessions more accessible/more people may attend (1) • Range of sports/activities can be provided (1) so that the sessions can be tailored to the local need/serve the community (1) Disadvantage • Volunteer staff are not paid (1) can be a commitment to give up time (1) • The sessions may stop (1) as they are volunteers/if there is a lack of volunteers or financial support (1) • Lower standard of facility/equipment (1) sessions can be limited or restricted/not as good as other provision/lack of financial support (1) • Lower standard of coaching (1) basic sessions/performance may not improve/not as good as other provision/lack of financial support (1) Can have the expansion without the ID Expansions can be interchangeable Accept any other appropriate answer.	(4)

Question number	Answer	Mark
5	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. Evaluation may consider: Training methods 30 metre flying sprint • Speed • Acceleration sprints/interval training/resistance drills or training • Speed is needed in rugby to beat a defender, chase down the ball, etc. DNA make them quicker without application to Rugby Sub max 3 marks 1 Rep Max • Strength • Free weights/fixed resistance machines • To take part in a scrummage, to tackle, to lift, etc. DNA weight training Sub max 3 marks	(6)

Level	Mark	Descriptor
	0	No rewardable content.
1	1-2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to judgements which are superficial or unsupported.
2	3-4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to partially supported judgements.
3	5-6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to supported judgements.

