

BTEC Sport Tech Award in Sport 2022

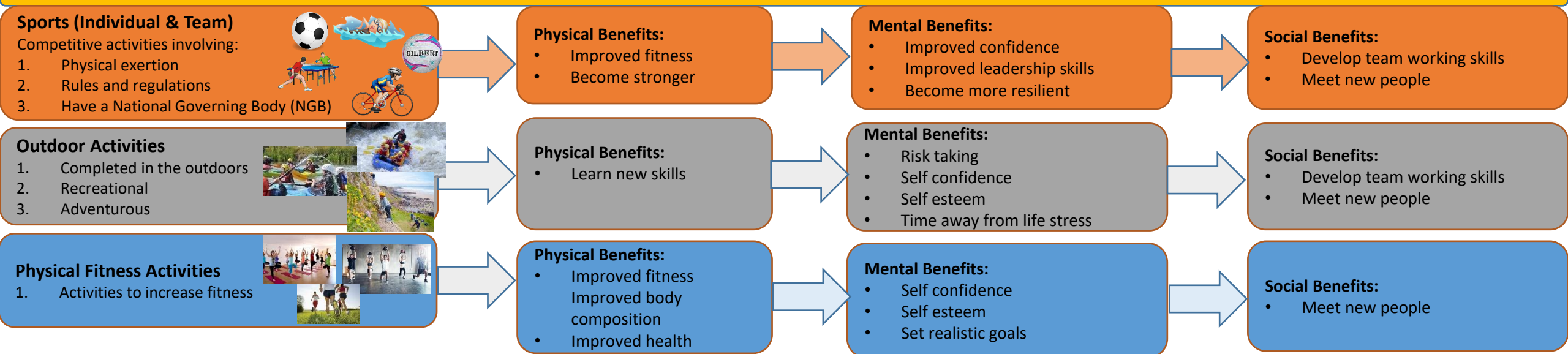


Knowledge Organiser

Component 1; Preparing to take part in sport and physical activity (LAA, LAB, LAC)

Component 1 - Preparing to take part in sport and physical activity

LAA – explore *types of provision* of sport and physical activity for different types of participant



Types of Provision

Public <i>Local authorities/schools</i>	Private <i>Organisations for profit</i>	Voluntary <i>Volunteers with a common interest</i>
<ul style="list-style-type: none"> - Local authorities (local council) provide funding for the public sector - They implement schemes that are relevant to the local communities - Provides sport for all - Affordable access to sports/physical activities - Good facilities in accessible locations -The money the facility makes goes back to the government to improve other local facilities 	<ul style="list-style-type: none"> - Providers that aim to make a profit from the services they provide - Often associated with fitness centres - Facilities are modern to justify high fees - Access is limited due to costing a lot and in limited locations - Employees are paid for their services - Owners make a significant profit which is used to improve equipment/facilities - Private organisations often work with other businesses in the area to gain discounts/special rates to build relationships/gain custom 	<ul style="list-style-type: none"> -Provides sport for all - Generally free (possibly a small fee to hire equipment/facilities) - Employers give up their time voluntarily and have a passion for sport (often been involved in sport themselves) -Employers are not paid -Kit/equipment is often quite poor due to limited funding - Grants are available to clubs to improve -The voluntary organisations work together to prove competitions for participants

Advantages and Disadvantages of Provision

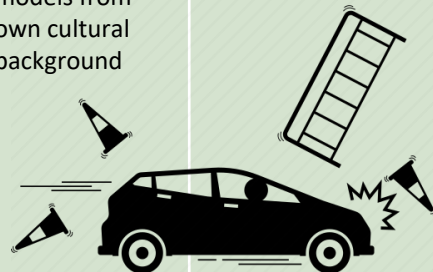
Public (+ & -)	Private (+ & -)	Voluntary (+ & -)
<ul style="list-style-type: none"> - Lots of sports offered - Accessible locations - Affordable for all - Good facilities/equipment to use - Government funded to improve facilities - Professionals to support/deliver schemes of work - Busy facilities 	<ul style="list-style-type: none"> - Modern facilities and equipment - Facilities and equipment are often updated - Access to professional trainers/teachers/therapists - Not as busy when taking part - Refreshments available - Not available for all - Expensive to join/take part 	<ul style="list-style-type: none"> - Everyone can take part - Cheap - Not as many sports on offer/available - Working with passionate individuals who enjoy sport - Poor facilities/equipment - No access to refreshments - No access to professionals to lead sessions



Component 1 - Preparing to take part in sport and physical activity

LAA – explore types of provision of sport and physical activity for different types of participant

Cost	Access to sport/PA	Time	Personal barriers	Cultural barriers	Cost	Access to sport/PA	Time	Personal barriers	Cultural barriers
<ul style="list-style-type: none"> - Clothing - Equipment - Transport 	<ul style="list-style-type: none"> - Location of sport - Limited access to transportation - Resources - Types of sports available 	<ul style="list-style-type: none"> - Family - School - Work commitments 	<ul style="list-style-type: none"> - Body image - Lack of self-confidence - Parental/guardian influence - Limited previous participation - Low fitness levels - Extended time off from participation - Concerns about health and making an existing condition worse. 	<ul style="list-style-type: none"> - Single sex sport sessions - Social norms of participating in unconventional clothing and availability of clothing - Lack of role models from own cultural background 	<ul style="list-style-type: none"> - Discounted prices - Hiring equipment - Free car parking 	<ul style="list-style-type: none"> - Public transport discounts - Cycle hire to access facility - Free parking - Taster days - Staff training to support participants and their needs - Ramps - Increased range of provision - Assistive technology (pool hoist, braille information/signage, hearing loops) 	<ul style="list-style-type: none"> - Extended opening hours 	<ul style="list-style-type: none"> - Private changing rooms - Allowing participants to wear comfortable clothing - Use a variety of images of people with different body shapes - Parent and child activity sessions to create familial culture - Campaigns to increase participation 	<ul style="list-style-type: none"> - Women only sessions staffed by females - Diversity of staff - Staff training for cultural awareness



Government guidelines:

Children and young people aged 5 to 18 should:

aim for an average of at least 60 minutes of moderate or vigorous intensity physical activity a day across the week and take part in a variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones.

Adults should aim to:

do strengthening activities that work all the major muscle groups on at least 2 days a week
do at least 150 minutes of moderate intensity activity a week or 75 minutes of vigorous intensity activity a week

Marking grid - Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 1)				
Learning outcome A: Explore types and provision of sport and physical activity for different types of participant				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • basic account to justify the chosen physical activities with little relevance of how it meets the needs of the selected participant • basic account of the characteristics and advantages and disadvantages of the type of provision with little relevance to the chosen physical activities and selected participant. 	<p>Adequate application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • partially developed account to justify the chosen physical activities with some relevance of how it meets the needs of the selected participant • partially developed account of the characteristics and advantages and disadvantages of the type of provision with some relevance to the chosen physical activities and selected participant. 	<p>Good application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • mostly developed account to justify the chosen physical activities mostly relevant to how it meets the needs of the selected participant • mostly developed account of the characteristics and advantages and disadvantages of the type of provision mostly relevant to the chosen physical activities and selected participant. 	<p>Comprehensive application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • well-developed account to justify the chosen physical activities with specific relevance to how it meets the needs of the selected participant • well-developed account of the characteristics and advantages and disadvantages of the type of provision with specific relevance to the chosen physical activities and selected participant.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 2)				
Learning outcome A: Explore types and provision of sport and physical activity for different types of participant				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • basic account of barriers to participation with little relevance to the selected participant • basic account of methods to overcome barriers to participation with little relevance to the selected participant. 	<p>Adequate application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • partially developed account of barriers to participation with some relevance to the selected participant • partially developed account of methods to overcome barriers to participation with some relevance to the selected participant. 	<p>Good application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • mostly developed account of barriers to participation mostly relevant to the selected participant • mostly developed account of methods to overcome barriers to participation mostly relevant to the selected participant. 	<p>Comprehensive application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • well-developed account of barriers to participation with specific relevance to the selected participant • well-developed account of methods to overcome barriers to participation with specific relevance to the selected participant.

Component 1 - Preparing to take part in sport and physical activity

LAB – examine *equipment and technology* for participants to use when taking part in sport and physical activity

Category	Description	Advantages	Disadvantages
<u>Clothing</u> <u>Footwear</u>	-Sports kit, waterproof clothing, training clothing e.g. bibs -Footwear: trainers, studded boots, sport specific footwear	- Clothing to increase performance: improved thermoregulation, clothing designed to improve aerodynamics - Footwear: sport specific new designs or materials leading to better grip, rebound	- Accessibility due to cost - Cost
<u>Sport Specific Equipment:</u>	- <i>Participant equipment: e.g. balls, rackets</i> - <i>Travel related equipment: e.g. kayak</i> - <i>Scoring equipment: e.g. goal posts</i> - <i>Fitness training equipment: e.g. dumbbells</i>	- New materials for lightness and strength (composite materials. E.g. tennis racket) - New designs to improve performance (e.g. golf driver – bigger head and more forgiving)	- Accessibility due to cost - Cost
<u>Protection and safety:</u>	- Mouth guards, helmets, body protection, eye protection, flotation devices, first aid equipment (bandages, ice packs, defibrillator)	- Improved protection design, lighter weight, improved performance. E.g. shape of cycling helmets to be more aerodynamic	- Accessibility due to cost - Cost
<u>Equipment for those with disabilities:</u>	e.g. wheelchair	- Prosthetics, sport specific wheelchairs, equipment to help those with hearing and visual impairments	- Accessibility due to cost - Cost - Usability (specific training required)
<u>Facilities:</u>	- Indoor sports hall/gyms, outdoor pitches, climbing walls, snow domes	- Stimulate environments to replicate competition in other locations. E.g all weather pitches	- Accessibility due to cost - Cost
<u>Officiating equipment:</u>	- Whistle, microphone, earpiece	- Computer assisted systems, VAR	- Accessibility due to cost - Cost
<u>Performance analysis:</u>	- Smart watches, heart rate monitors, applications	- Action cameras, GPS, sensors on clothing/equipment	-Time: setting up, using equipment, compiling data, giving feedback to participant -Access to technology: equality and unfair advantages as not everyone has technology -Cost: initial cost is expensive and maintenance -Accuracy of data -Usability: specific training required

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No re-usable material	Limited application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a basic account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with little relevance to the selected participant and chosen physical activity • a basic account to justify the choices of technology to take part in the chosen physical activity with little relevance to the selected participant and chosen physical activity	Adequate application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a partially developed account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with some relevance to the selected participant and chosen physical activity • a partially developed account to justify the choices of technology to take part in the chosen physical activity with some relevance to the selected participant and chosen physical activity	Good application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a mostly developed account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity which is mostly relevant to the selected participant and chosen physical activity • a mostly developed account to justify the choices of technology to take part in the chosen physical activity which is mostly relevant to the selected participant and chosen physical activity	Comprehensive application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. Evidenced through: • a well-developed account to justify the choices of sports clothing and equipment required to take part in the chosen physical activity with specific relevance to the selected participant and chosen physical activity. • a well-developed account to justify the choices of technology to take part in the chosen physical activity with specific relevance to the selected participant and chosen physical activity

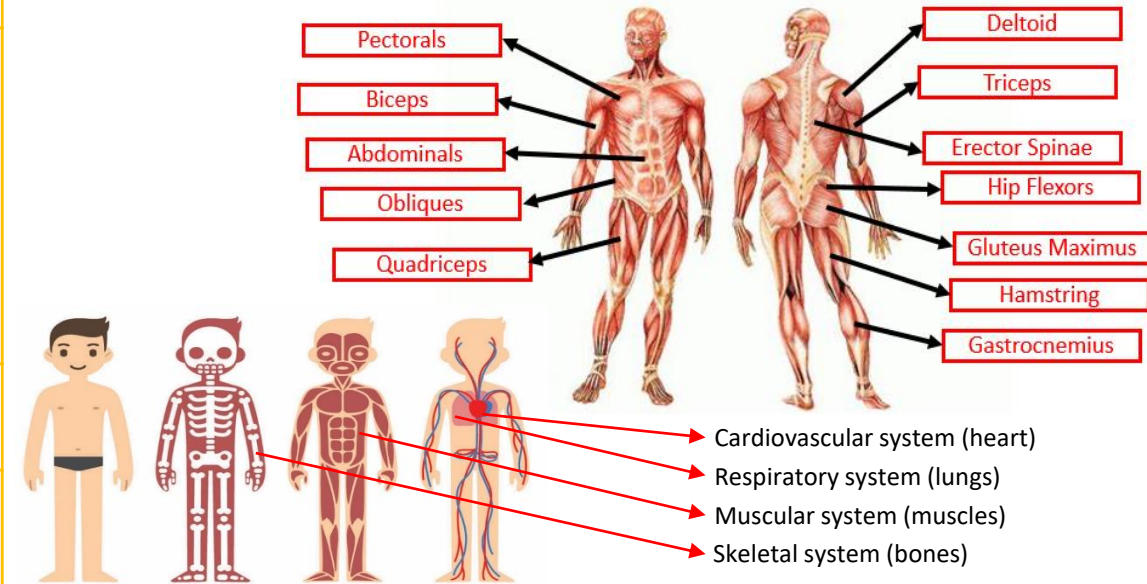
Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity (continued) Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity				
	• a basic account of the benefits and limitations of using technology for participation in the chosen physical activity with little relevance to the selected participant and chosen physical activity.	• a partially developed account of the benefits and limitations of using technology for participation in the chosen physical activity with some relevance to the selected participant and chosen physical activity.	• a mostly developed account of the benefits and limitations of using technology for participation in the chosen physical activity which is mostly relevant to the selected participant and chosen physical activity.	• a well-developed account of the benefits and limitations of using technology for participation in the chosen physical activity with specific relevance to the selected participant and chosen physical activity.



Component 1 - Preparing to take part in sport and physical activity

LAC - be able to *prepare participants* to take part in sport and physical activity

Pulse Raiser	Mobiliser	Preparation stretches
<p>Activities to raise the pulse (increase HR)</p> <ul style="list-style-type: none"> Jogging forwards Jogging backwards Side steps Skipping High knees Heel flicks 	<p>Activities that take your joints through their full range of movement starting with small movements moving to bigger movements</p> <ul style="list-style-type: none"> Hip circles Arm circles Open the gate Close the gate 	<p>Static Stretches</p> <p>Triceps Calf Hamstring</p> <p>Dynamic Stretches</p> <p>Lunges Squats Leg swings</p>
<p>Justification of activities/responses to cardiorespiratory and musculoskeletal system</p> <p>Responses to the Cardiorespiratory system:</p> <ul style="list-style-type: none"> Increased HR Increased breathing rate Increased depth of breathing Increased supply of oxygen to working muscles Increased removal of lactic acid <p>Responses to the Musculoskeletal system:</p> <ul style="list-style-type: none"> Increased temperature of muscles Increased pliability of muscles Reduced risk of muscle strain 	<p>Justification of activities/responses to cardiorespiratory and musculoskeletal system</p> <p>Responses to the Cardiorespiratory system:</p> <ul style="list-style-type: none"> Slight drop in HR as intensity lowers Slight drop in breathing rate as intensity lowers <p>Responses to the Musculoskeletal system:</p> <ul style="list-style-type: none"> Increased production of synovial fluid in the joints to increase lubrication of joint and range of movement 	<p>Justification of activities/responses to cardiorespiratory and musculoskeletal system</p> <p>Responses to the Cardiorespiratory system:</p> <ul style="list-style-type: none"> Slight drop in HR and breathing rate for static stretches Maintained elevated heart and breathing rate for dynamic stretches <p>Responses to the Musculoskeletal system:</p> <ul style="list-style-type: none"> Extending muscles so they are full stretched reduces injuries (eg. Strains)



Adapting warm ups for different participants/activities

Participants

- Varying intensities
- Low and high impact
- Varying time for the warm up (longer for beginners/those with low fitness levels/50years+)
- Types of stretches used (simple for beginners, compound stretch for moderate/advanced participants)

Activities

- Introduction of equipment specific to physical activity
- Using movements and activities from the physical activity
- Stretching the main muscles required for the activity

Delivering a Warm Up

Organisation and Demonstration

- Space (area used)
- Equipment
- Organisation of participants
- Timing
- Demonstrations
- Positioning

Supporting Participants

- Observing
- Providing instructions, teaching points and feedback to participants

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4			
<p>Task 3: Preparing participants to take part in sport and physical activity – Part 1 Learning outcome C: Be able to prepare participants to take part in sport and physical activity</p>							
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks			
<p>Non-rewardable material</p> <p>Limited application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> a basic warm up plan with little relevance to the selected participant and chosen physical activity a basic account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with little relevance to the needs of the selected participant and chosen physical activity. 	<p>Adequate application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> a partially detailed warm up plan with some relevance to the selected participant and chosen physical activity a partially developed account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with some relevance to the needs of the selected participant and chosen physical activity. 	<p>Good application of knowledge and understanding of planning a warm-up for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> a mostly detailed warm-up plan which is mostly relevant to the selected participant and chosen physical activity a mostly developed account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with mostly relevance to the needs of the selected participant and chosen physical activity. 	<p>Comprehensive application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm-up.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> a fully detailed warm-up plan with specific relevance to the selected participant and chosen physical activity a well-developed account to justify the choices of activities included in each component of the warm-up and their effect on the cardiorespiratory and musculoskeletal systems with specific relevance to the needs of the selected participant and chosen physical activity. 	<p>Mark Band 0</p> <p>Limited practical ability in delivering a warm-up and support given to participants taking part in the warm-up.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> minimal use of appropriate teaching points to support participants rarely provides appropriate support to participants when taking part in a warm-up. 	<p>Adequate practical ability in delivering a warm-up and support given to participants taking part in the warm-up.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> adequate demonstrations of activities in a warm-up with some use of appropriate teaching points to support participants sometimes provides appropriate support to participants when taking part in a warm-up. 	<p>Good practical ability in delivering a warm-up and support given to participants taking part in the warm-up.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> competent demonstrations of activities in a warm-up with a range of appropriate teaching points to support participants frequently provides appropriate support to participants when taking part in a warm-up. 	<p>Confident practical ability in delivering a warm-up and support given to participants taking part in the warm-up.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> effective demonstrations of activities in a warm-up with a wide range of appropriate teaching points to support participants consistently provides appropriate support to participants when taking part in a warm-up.