

# Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Levels: 1/2

Assessment type: Internal, externally moderated

Guided learning hours: 36

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## Component in brief

**Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.**

## Introduction

**To contextualise sport in the UK you will gain an understanding of the different providers of sport and careers that are available to you in each area. This will also develop your knowledge of different types of sports and how suitable they are for certain groups of people. The context of sport in general society will then be explored to demonstrate progression routes and identify realistic job opportunities.**

**In this component, you will also explore how technology can enhance and develop performance in sport and physical activity. Technology can be used as a tool to enhance participation in sport and activity. This component investigates the benefits that technological advances have created in the sector and the potential limitations that technology may still have.**

**It is important to have a healthy body if you want to be successful in sport and activities. This component focuses on the impact of sport and activity on the body systems, giving you the fundamental underpinning knowledge for study in this sector. You will study the short- and long-term effects of regular participation in exercise to understand how we can enhance our body systems through sport.**

**In this component, you will develop transferable skills, such as research and analytical skills and will give you opportunities to develop skills in the different technologies used in sport and activity, which will support your progression to Level 2 or 3 vocational or academic qualifications.**

## Learning outcomes

- A Explore types and provision of sport and physical activity for different types of participant**
- B Examine equipment and technology required for participants to use when taking part in sport and physical activity**
- C Be able to prepare participants to take part in sport and physical activity.**

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## Teaching content

**Learning outcome A: Explore types and provision of sport and physical activity for different types of participant**

**Learners will explore the different types and provision of sport and physical activities. Learners are encouraged to participate in each of these different types of sport and physical activity so that they have first-hand experience of participation in the sport or physical activity. Learners will understand the different sectors that provide sport and physical activities. They will also understand the advantages and disadvantages of each of these sectors. They will also learn about the different categories and characteristics of participants and how their needs will affect the types of sports and physical activities and providers of each which are best suited to their needs.**

**A1 Types and providers of sport and physical activities**

**Learners will explore the different types of sport and physical activities that people may choose to take part in and will be able to compare and contrast the provision of these sports and physical activities from different sectors.**

- **Types of sport and physical activity:**
  - **sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Body**
  - **team sports**
  - **individual sports.**
- **Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn team work skills, resilience and self confidence from competition.**
- **Outdoor activities – activities carried out outdoors or in recreation areas that are adventurous.**
- **Benefits of taking part in outdoor activities – positive risk taking activities, improved self confidence and self esteem, meet new people, learn new skills, time away from life stresses and electronic devices.**
- **Physical fitness activities – activities to increase fitness.**
- **Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.**
- **Provision of sport and physical activity:**
  - **public sector to include local authorities and school provision**
  - **private sector – provided by organisations who aim to make a profit**
  - **voluntary sectors – activities provided by volunteers who have a common interest in the sport/activity.**
- **Characteristics of the sectors – funding source, aims, quality of provision, accessibility.**

- **Advantages and disadvantages of the provision of sport in each of the different sectors to the participant to include:**
  - **types and range of sport and physical activities provided**
  - **types and range of equipment available**
  - **cost of participation**
  - **access to different types of sport and physical activities**
  - **additional products or services to include creche facility, refreshment facilities, hire of equipment, access to sport sector professionals, e.g. sports therapist, personal.**

## **A2 Types and needs of sport and physical activity participants**

**Learners will understand the characteristics of different types of participant and how this affects their different physical, social and mental health needs.**

- **Types of participant.**
- **Participants of different ages:**
  - **primary school aged children (aged 5–11 years)**
  - **adolescents (aged 12–17 years)**
  - **adults (aged 18–49 years)**
  - **older adults (aged 50 years and up).**
- **Participants with disabilities to include visual, hearing and physical disabilities.**
- **Participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).**
- **Physical activity needs of participants – government recommended guidelines for types, frequency and intensity of physical activity for different types of participant.**
  - **physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions.**
  - **social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness.**
  - **mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.**

## **A3 Barriers to participation in sport and physical activity for different types of participant**

**Learners will know about barriers to participation that can prevent some types of participant from taking part in regular sport and physical activity.**

- **Barriers to participation:**
  - **cost of participation:**
    - **clothing**
    - **equipment**
    - **transport**
  - **access to sport or physical activity:**
    - **location of sport or physical activity**
    - **limited accessible transportation**
    - **resources**
    - **types of sport or physical activity available**

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- **time – lack of time due to other commitments:**
  - **family**
  - **school**
  - **work**
- **personal barriers:**
  - **body image**
  - **lack of self-confidence**
  - **parental or guardian influence**
  - **limited previous participation**
  - **low fitness levels**
  - **extended time off from previous participation**
  - **concerns that taking part in sport or physical activity may make existing health conditions worse**
- **cultural barriers:**
  - **single sex sport or physical activity sessions**
  - **social norms of participating in unconventional clothing and availability of appropriate clothing to participate**
  - **lack of role models from own cultural background.**

**A4 Methods to address barriers to participation in sport and physical activity for different types of participant**

**Learners will understand how different methods can be used to address these barriers to participation for different types of participant to increase participation in regular sport and physical activity.**

- **Cost:**
  - **discounted pricing**
  - **hiring of equipment**
  - **free car parking.**
- **Access:**
  - **public transport discounts**
  - **cycle hire to access the facility**
  - **free parking**
  - **taster days**
  - **staff training to support all types of participant and their needs**
  - **increased range of provision of sports and physical activities**
  - **ramps**
  - **assistive technology to include pool hoist, Braille information and signage, hearing loops.**
- **Time:**
  - **creche facilities**
  - **extended opening hours.**

- **Personal barriers:**
  - private changing rooms
  - allowing participants to wear clothing they feel most comfortable in
  - use of variety of images of people with different body shapes
  - parent and child activity sessions to create familial culture of sport
  - campaigns to increase participation.
- **Cultural barriers:**
  - women only physical activity sessions staffed by females
  - diversity of staff working at sport or physical activity facility
  - staff training in cultural awareness.

**Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity**

**Learners will need to understand the different types of equipment used to take part in sport and physical activities. They will also explore the different technology available for participation in different sport and physical activities. They will also need to know about the benefits and limitations of technology for sport and physical activity participation.**

**B1 Different types of sports clothing and equipment required for participation in sport and physical activity**

**Learners will need to understand the different types of sports clothing and equipment and their uses for participation in different types of sports and physical activities.**

- **Clothing – sports kit, waterproof clothing, training clothing, e.g. bibs.**
- **Footwear – trainers, studded boots, sport specific footwear.**
- **Sport-specific equipment – participation equipment, e.g. balls, rackets; travel-related equipment, e.g. kayak; scoring equipment, e.g. goalposts; fitness training equipment, e.g. dumbbells.**
- **Protection and safety equipment – mouth protection, head protection, eye protection, body protection, floatation devices; first aid equipment – ice packs, bandages, defibrillator.**
- **Equipment for people with disabilities or assistive technology – wheelchair, e.g. adapted wheelchair for wheelchair tennis.**
- **Facilities – indoor facilities, e.g. sports halls, gyms; outdoor facilities, e.g. outdoor pitches, climbing wall, artificial snow domes.**
- **Officiating equipment – whistle, microphone, earpiece.**
- **Performance analysis – smart watches, heart rate monitors, applications.**

**B2 Different types of technology and their benefits to improve sport and physical activity participation and performance**

**Learners will explore a range of different types of technology and its use in sport and physical activity to improve performance and participant experience.**

- **Clothing to increase performance and experience – improved thermoregulation, clothing designed to improve aerodynamics.**
- **Footwear – sport-specific new designs or materials; improve grip; rebound.**

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- **Sport-specific equipment** – new materials for lightness and strength to include composite materials, e.g. a tennis racquet; new design of equipment to improve performance, e.g. golf driver design.
- **Protection and safety equipment** – improved protection design; lighter weight; improved performance, e.g. shape of cycle helmets to improve aerodynamics.
- **Equipment for people with disabilities or assistive technology** – prosthetics; sport-specific wheelchairs; equipment to support people with visual and hearing impairments.
- **Facilities** – facilities that simulate environments to replicate competition in other locations; all weather surfaces; surfaces to reduce the risk of injury.
- **Officiating** – computer assisted systems; video assisted decision making.
- **Performance analysis** – action cameras, GPS, applications, sensors on sports clothing or equipment.

### B3 The limitations of using technology in sport and physical activity

Learners will need to develop an understanding of the limitations that technology can have for sport and physical activity participation.

- **Time** – setting up, using equipment, compiling data, giving feedback to participant.
- **Access to technology** – equality and unfair advantages as not all participants have access to technology.
- **Cost of technology** – initial cost and follow-up maintenance of equipment.
- **Accuracy of data provided by equipment.**
- **Usability** – specific training required.

### Learning outcome C: Be able to prepare participants to take part in physical activity

Learners will learn about the warm-up process that is required to prepare the body to take part in physical activity and the responses of the cardiorespiratory and musculoskeletal systems at each stage of the warm-up. Learners will be able to plan and deliver warm-ups for different physical activities and for different types of participant.

#### C1 Planning a warm-up

Learners will know about the types of activities that should be included in a pulse raiser, a mobiliser and preparation stretch and be able to plan a warm-up to cover each component. They will also understand how the cardiorespiratory and musculoskeletal systems respond to each component of a warm-up.

- **Types of activities in the pulse raiser** – activities that gradually increase in intensity to increase the heart rate.
- **Response of the cardiorespiratory system to the pulse raiser:**
  - increased heart rate
  - increased breathing rate
  - increased depth of breathing
  - increased supply of oxygen to the working muscles
  - increased removal of carbon dioxide.

- **Response of the musculoskeletal system:**
  - increased temperature of the muscles
  - increased pliability of the muscles
  - reduced risk of muscle strain.
- **Types of activities in the mobiliser – activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses.**
- **Response of the cardiorespiratory system to the mobiliser:**
  - slight drop in heart rate as intensity of exercise lowers
  - slight drop in breathing rate as intensity of exercise lowers.
- **Response of the musculoskeletal system to the mobiliser:**
  - increased production of synovial fluid in the joints to increase lubrication of joint and increase range of movement at the joint.
- **Types of activities in the preparation stretch – activities to stretch the main muscles that will be used in the physical activity:**
  - location of main muscles – deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius
  - types of static and dynamic stretching for each muscle group:
    - simple stretches
    - compound stretches.
- **Response of the cardiorespiratory system to the preparation stretch:**
  - slight drop in heart rate and breathing rate for static stretches
  - maintained elevated heart and breathing rate for dynamic stretches.
- **Response of the musculoskeletal system to the preparation stretch:**
  - extending muscles so that they are fully stretched and less likely to tear during the sport or activity session.

**C2 Adapting a warm-up for different categories of participants and different types of physical activities**

**Learners will know how to adapt warm-up activities to make them appropriate for the needs of different types of participant and how to make the activities in a warm-up specific to different types of physical activity.**

- **Adapting warm-ups for different categories of participants:**
  - vary intensity of activities
  - low impact and high impact options
  - vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus
  - types of stretch used – simple stretches for beginners, compound stretch for moderate to advanced participants.
- **Adapting the warm-up to make it specific to a physical activity:**
  - introduction of equipment in the warm-up that is specific to the physical activity
  - using movements and activities from the physical activity in the warm-up
  - stretching the main muscles required for the specific physical activity.

**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY****C3 Delivering a warm-up to prepare participants for physical activity**

**Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity.**

- **Organisation and demonstration of the warm-up activities:**
  - **space – areas used**
  - **equipment**
  - **organisation of participants**
  - **timing**
  - **demonstrations**
  - **positioning.**
- **Supporting participants as they take part in the warm-up;**
  - **observing participants**
  - **providing instructions**
  - **providing teaching points**
  - **providing feedback to participants.**



## Suggestions for delivery

**Successful delivery of this component will allow learners to develop their knowledge and understanding of provisions in sport for different types of people. They will also be able to identify, research and use applied knowledge and understanding to enhance participation through understanding benefits and limitations via technology and provision.**

**You may choose to deliver this component alongside Component 2.**

## Assignments

**Pearson sets the assignments for the assessment of this component.**

**The assignment for this component consists of three tasks.**

- **In response to Task 1, learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available.**
- **In response to Task 2, learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person.**
- **In response to Task 3, learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up.**

**The assignment will take approximately 5 supervised hours to complete.**

**The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in October and then February of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.**

**A sample assignment is provided on the website.**

## Assessing the assignment

**You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.**

**For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.**

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## Marking grid

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

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

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity</b> <b>Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
<b>No rewardable material</b>	<p>Limited <b>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p>Adequate <b>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p>Good <b>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p>Comprehensive <b>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity (<i>continued</i>)</b> <b>Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity</b>				
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Preparing participants to take part in sport and physical activity – Part 1</b> <b>Learning outcome C: Be able to prepare participants to take part in sport and physical activity</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
<b>No rewardable material</b>	<p>Limited <b>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• a basic warm-up plan with little relevance to the selected participant and chosen physical activity</li> <li>• 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.</li> </ul>	<p>Adequate <b>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• a partially detailed warm-up plan with some relevance to the selected participant and chosen physical activity</li> <li>• 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.</li> </ul>	<p>Good <b>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• a mostly detailed warm-up plan which is mostly relevant to the selected participant and chosen physical activity</li> <li>• 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 which is mostly relevant to the needs of the selected participant and chosen physical activity.</li> </ul>	<p>Comprehensive <b>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• a fully detailed warm-up plan with specific relevance to the selected participant and chosen physical activity</li> <li>• 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.</li> </ul>

