

## Component 2: Taking Part and Improving Other Participants Sporting Performance

Levels: 1/2

Assessment type: Internal, externally moderated

Guided learning hours: 36

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### Component in brief

**Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.**

### Introduction

**Participation in sport continues to grow, as we become more aware of the benefits of taking part in regular physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because we strive for excellence and success at major sporting events.**

**This component focuses on learning about sport through participation as a player, understanding the roles of an official and learning about practical ways to improve other participants' sporting performance. This will help you to develop your own sporting skills as well as give you a good understanding of the rules of the sport so that you are able to adhere to these rules when participating. In addition, it will also help you to understand and apply different methods to improve other participants' sports performance.**

**This component introduces you to the different components of physical and skill-related fitness and how they impact on performance in a variety of different types of sports and physical activities. You will explore the different skills required for participation and the different strategies that can be used to develop performance.**

**Having a good understanding of the rules of sport is important for both participant and officials. You will learn about the different types of official and their roles in different sports and the rules of the different sports.**

**Lastly, this component will help you to explore ways to improve other participants' performance through breaking down skills and techniques into their component parts and using demonstrations, teaching points and appropriate drills to develop and improve their performance.**

**In this component, you will develop transferable skills, such as communication, problem solving and analytical skills. It will give you opportunities to develop and improve own and other's sporting performance, which will support your progression to Level 2 or 3 vocational or academic qualifications.**

## 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.**

## Teaching content

**Learning outcome A: Understand how different components of fitness are used in different physical activities**

**Learners will understand each of the components of physical and skill-related fitness. They will be able to apply this understanding to how these components of fitness are used in team sports, individual sports, outdoor activities and physical fitness activities and how they impact on performance.**

### **A1 Components of physical fitness**

**Learners will know the definition of each component of physical fitness and their potential impact on sporting performance.**

- **Aerobic endurance** – the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue.
- **Muscular endurance** – the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.
- **Muscular strength** – the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.
- **Speed** – distance divided by time to reduce time taken to move the body or a body part in an event or game.
- **Flexibility** – the range of motion possible at a joint to allow improvements in technique.
- **Body composition** – the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport.

### **A2 Components of skill-related fitness**

**Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance.**

- **Power** – the product of speed and strength to allow for explosive movements in sport.
- **Agility** – the ability to change direction quickly to allow performers to out-manoeuvre an opponent.
- **Reaction time** – the time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do.
- **Balance** – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).
- **Coordination** – the ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique.

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

**Learners will be able to demonstrate the skills and strategies required to be able to participate effectively in isolated practices and competitive situations for a selected sport. Learners will know the different roles of officials for a selected sport and will understand the responsibilities associated with each of these roles. Learners will know the key rules of a selected sport and understand how these may be applied in different situations.**

### **B1 Techniques, strategies and fitness required for different sports**

**Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.**

- **Skills, e.g. passing, scoring, travelling, intercepting.**
- **Strategies, e.g. tactics and decision making.**
- **Isolated practice – practices that focus on one skill at a time.**
- **Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play.**

### **B2 Officials in sport**

**Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles.**

- **Key officials and their roles in sports competitions:**
  - **referee/umpire**
  - **assistant referee/line umpire**
  - **scorers/judges**
  - **timekeepers**
  - **video review officials.**
- **Responsibilities of the officials:**
  - **appearance**
  - **equipment**
  - **fitness requirements**
  - **effective communication**
  - **control of players**
  - **health and safety.**

### **B3 Rules and regulations in sports**

**Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation.**

- **Key rules and regulations as stated by the National Governing Body for the sport:**
  - **number of players:**
    - **number of players allowed to participate at any one time**
    - **substitutions – rolling or set number**
    - **variations in playing numbers due to different formats of the game**

- **length of time for play:**
  - **number of periods of play**
  - **length of each period**
  - **length of play determined by time or score**
  - **additional time or extra periods of play in particular situations**
- **scoring system:**
  - **methods of scoring**
  - **differing award of points for particular methods of scoring**
  - **how a winner is determined**
  - **what happens in the event of a tie**
- **playing area:**
  - **dimensions of overall playing area**
  - **purpose and dimensions of specific areas within the overall playing area**
- **equipment:**
  - **sizes and weights of playing equipment as specified by NGB**
  - **required protective equipment**
  - **optional protective equipment**
- **starting and restarting play:**
  - **how the game begins**
  - **how play is restarted after scoring**
  - **fouls or infringements**
  - **how and when the game ends**
- **non-adherence to the rules:**
  - **playing rules specific to each sport, e.g. hitting the ball twice in tennis, passing the ball forward in rugby**
  - **out of play area/offside**
  - **intentionally harming another player**
  - **incorrect travel, e.g. double dribble in basketball**
- **application of rules and regulations by officials:**
  - **use of signals**
  - **communication of decisions to players and other officials**
  - **positioning.**

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**Learning outcome C: Demonstrate ways to improve participants sporting techniques**

**Learners will be able to use methods to improve other participants' sporting skills. They will be able to provide demonstrations and teaching points to introduce participants to the techniques required for different sporting skills. They will also be able to select and organise suitable drills and support participants to take part in the drills to develop their sporting skills.**

**C1 Planning drills and conditioned practices to develop participants' sporting skills**

**Learners will know how to work with sports participants to help to improve their sporting skills. They will be able to provide demonstrations of techniques used for different sports skills and provide teaching points to help to develop participants technique to perform the sports skill. They will know how to select and plan for different drills and conditioned practices to develop specific sports skills. Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.**

- **Drills that can be used to improve specific techniques in different sports:**
  - **unopposed stationary drills**
  - **drills with the introduction of travel**
  - **drills with passive opposition**
  - **drills with active opposition.**
- **Conditioned practices – using rule changes to focus on a specific skill.**
- **Demonstrations of the technique:**
  - **use of self or peer**
  - **positioning to ensure all participants can see.**
- **Teaching points:**
  - **providing key teaching points to highlight correct and safe way to perform technique**
  - **use of short sentences or key points.**

**C2 Drills to improve sporting performance**

**Learners will understand how different drills and adapted games can improve sporting techniques and performance. They will also understand how to use each type of drill and adapted game to develop sporting technique for different types of participant. Learners will also know how to set up each of the drills and be able identify what pieces of equipment are needed for each drill.**

- **Organisation and demonstration of drills and conditioned practices to participants:**
  - **space – areas used**
  - **equipment**
  - **organisation of participants, e.g. in working pairs or groups**
  - **timing**
  - **demonstrations**
  - **positioning.**

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- **Supporting participants taking part in practical drills and conditioned practices:**
  - **observing participants**
  - **providing instructions**
  - **providing teaching points**
  - **providing feedback to participants.**

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**Suggestions for delivery**

**Successful delivery of this component will allow learners to develop their knowledge and understanding of components of fitness and the roles and responsibilities of officials. Coverage of these topics will enable learners to participate in sport and plan ways to improve participants sporting techniques.**

**You may choose to deliver this component alongside Component 1.**

**Assignments**

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

**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.**

**The assignment will take approximately 4 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*.**



## Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 1: Components of fitness</b> <b>Learning outcome A: Understand how different components of fitness are used in different physical activities</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 physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• a basic account of the use of the components of fitness in the given physical activity with some omissions</li> <li>• a basic account of the impacts of the components of fitness on performance in the given physical activity.</li> </ul>	<p>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• a partially developed account of the use of the components of fitness in the given physical activity with few omissions</li> <li>• a partially developed account of the impacts of the components of fitness on performance in the given physical activity.</li> </ul>	<p>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• a mostly developed account of the use of the components of fitness in the given physical activity with minor omissions</li> <li>• a mostly developed account of the impacts of the components of fitness on performance in the given physical activity.</li> </ul>	<p>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.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• a well-developed account of the use of the components of fitness in the given physical activity with no omissions</li> <li>• a well-developed account of the impacts of the components of fitness on performance in the given 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: Participating 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
<b>No rewardable material</b>	<b>Limited demonstration of practical ability through participation in their chosen sport.</b> <b>Evidenced through:</b> <ul style="list-style-type: none"> <li>• performs sporting techniques for sports skills with little accuracy, fluency and control in isolated practices</li> <li>• performs sporting techniques for sports skills with little accuracy, fluency and control in competitive situations</li> <li>• selects and performs appropriate strategies on few occasions during competitive situations.</li> </ul>	<b>Adequate demonstration of practical ability through participation in their chosen sport.</b> <b>Evidenced through:</b> <ul style="list-style-type: none"> <li>• performs sporting techniques for sports skills with some accuracy, fluency and control in isolated practices</li> <li>• performs sporting techniques for sports skills with some accuracy, fluency and control in competitive situations</li> <li>• selects and performs appropriate strategies on some occasions during competitive situations.</li> </ul>	<b>Good demonstration of practical ability through participation in their chosen sport.</b> <b>Evidenced through:</b> <ul style="list-style-type: none"> <li>• performs sporting techniques for sports skills which are mostly accurate, fluent and controlled in isolated practices</li> <li>• performs sporting techniques for sports skills which are mostly accurate, fluent and controlled in competitive situations</li> <li>• selects and performs appropriate strategies effectively on most occasions during competitive situations.</li> </ul>	<b>Confident demonstration of practical ability through participation in their chosen sport.</b> <b>Evidenced through:</b> <ul style="list-style-type: none"> <li>• performs sporting techniques for sports skills with high levels of accuracy, fluency and control in isolated practices</li> <li>• performs sporting techniques for sports skills with high levels of accuracy, fluency and control in competitive situations</li> <li>• selects and performs appropriate strategies effectively on all occasions during competitive situations.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<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
<b>No rewardable material</b>	<b>Limited application of knowledge and understanding of the two given areas of development.</b> <b>Evidenced through:</b> <ul style="list-style-type: none"> <li>• a basic account of the main officials and their key responsibilities in the chosen sport with a number of omissions</li> <li>• a basic account of the given sport specific key rules and regulations</li> <li>• a basic account of the actions the official would normally take to ensure adherence to the given sport specific rules with some omissions.</li> </ul>	<b>Adequate application of knowledge and understanding of the two given areas of development.</b> <b>Evidenced through:</b> <ul style="list-style-type: none"> <li>• a partially developed account of the main officials and their key responsibilities in the chosen sport with some omissions</li> <li>• a partially developed account of the given sport specific key rules and regulations</li> <li>• a partially developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with few omissions.</li> </ul>	<b>Good application of knowledge and understanding of the two given areas of development.</b> <b>Evidenced through:</b> <ul style="list-style-type: none"> <li>• a mostly developed account of the main officials and their key responsibilities in the chosen sport with a few omissions</li> <li>• a mostly developed account of the given sport specific key rules and regulations</li> <li>• a mostly developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with minor omissions.</li> </ul>	<b>Comprehensive application of knowledge and understanding of the two given areas of development.</b> <b>Evidenced through:</b> <ul style="list-style-type: none"> <li>• a well-developed account of the main officials and their key responsibilities in the chosen sport with minor omissions</li> <li>• a well-developed account of the given sport specific key rules and regulations</li> <li>• a well-developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with no omissions.</li> </ul>

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 4: Improving participants' sporting skill (written)</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
<b>No rewardable material</b>	<p>Limited <b>application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• basic <b>plan with little relevance to the chosen sport skill</b></li> <li>• basic <b>account to justify the choices of activities included in drills and conditioned practices with little relevance to the techniques required for the chosen sport skill.</b></li> </ul>	<p>Adequate <b>application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• partially detailed <b>plan with some relevance to the chosen sport skill</b></li> <li>• partially developed <b>account to justify the choices of activities included in drills and conditioned practices with some relevance to the techniques required for the chosen sport skill.</b></li> </ul>	<p>Good <b>application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• mostly detailed <b>plan which is mostly relevant to the chosen sport skill</b></li> <li>• mostly developed <b>account to justify the choices of activities included in drills and conditioned practices which is mostly relevant to the techniques required for the chosen sport skill.</b></li> </ul>	<p>Comprehensive <b>application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill.</b></p> <p><b>Evidenced through:</b></p> <ul style="list-style-type: none"> <li>• fully detailed <b>plan with specific relevance to the chosen sport skill</b></li> <li>• fully developed <b>account to justify the choices of activities included in drills and conditioned practices with specific relevance to the techniques required for the chosen sport skill.</b></li> </ul>

