

## Component 2 - Taking part and improving other participants sporting performance

### LAA – understand how different components of fitness are used in different physical activities

#### Definitions:

#### Components of Physical Fitness

<b>Aerobic Endurance</b>	the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue
<b>Muscular Endurance</b>	the ability of the muscular system to continue to contract at a light to moderate intensity
<b>Muscular Strength</b>	maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity
<b>Speed</b>	distance / time to reduce time taken to move the body for an body part in an event or game
<b>Flexibility</b>	the range of motion possible at a joint to allow improvements in technique
<b>Body Composition</b>	the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport
<b>Components of Skill Related Fitness</b>	
<b>Power</b>	the product of speed and strength to allow for explosive movements in sport
<b>Agility</b>	the ability to change direction quickly to allow performers to out-manoeuvre an opponent
<b>Reaction time</b>	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
<b>Balance</b>	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)
<b>Coordination</b>	the ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique

#### Examples in Sport:

#### Components of Physical Fitness

<b>Aerobic Endurance</b>	To continue to work hard and last the whole duration of the game.
<b>Muscular Endurance</b>	To last the whole duration of the match. Players use the same muscles in their legs and arms which they need for running and throwing/dribbling.
<b>Muscular Strength</b>	To hold their position on the ball and to have powerful shots on goal.
<b>Speed</b>	To have speed to move up and down the court quickly to support the team when attacking and defending
<b>Flexibility</b>	Need to be flexible when trying to stretch to get into position.
<b>Body Composition</b>	Players need to have a low percent body fat to allow them to be agile around the court. They need to be strong to hold off the opposition and keep their position on the ball.
<b>Components of Skill Related Fitness</b>	
<b>Power</b>	To throw powerful shots on goal. The more powerful the shot the harder it would be to save.
<b>Agility</b>	To dodge around players quickly when trying to move into space
<b>Reaction time</b>	To react to shots on goal. Players need good reaction time to intercept the ball to regain possession
<b>Balance</b>	When changing directions quickly. To quickly move forwards or backwards to either help attack or defend.
<b>Coordination</b>	When dribbling with the ball to keep it under control when under pressure

### LAB– be able to participate in sport and understand the roles and responsibilities of officials



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

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
No retrievable material	Limited application of knowledge and understanding of the two given areas of development. Evidenced through: • a basic account of the main officials and their key responsibilities in the chosen sport with a number of omissions • a basic account of the actions the official would normally take to ensure adherence to the given sport specific rules with some omissions.	Adequate application of knowledge and understanding of the two given areas of development. Evidenced through: • a partially developed account of the main officials and their key responsibilities in the chosen sport with some omissions • a partially developed account of the given sport specific key rules and regulations • a basic account of the actions the official would normally take to ensure adherence to the given sport specific rules with few omissions.	Good application of knowledge and understanding of the two given areas of development. Evidenced through: • a mostly developed account of the main officials and their key responsibilities in the chosen sport with a few omissions • a mostly developed account of the given sport specific key rules and regulations • a mostly developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with minor omissions.	Comprehensive application of knowledge and understanding of the two given areas of development. Evidenced through: • a well-developed account of the main officials and their key responsibilities in the chosen sport with minor omissions • a well-developed account of the given sport specific key rules and regulations • a well-developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with no omissions.

	<b>Examples:</b>
<b>Skills</b>	Passing, dribbling, shooting
<b>Strategies</b>	Tactics, decision making
<b>Isolated practices</b>	Practices focusing on one skill at a time
<b>Competitive situation</b>	Game play

Roles:	Responsibilities:	Rules and Regulations:
- Referee/umpire - Assistant referee/line umpire - Timekeepers - Scorers - Video review officials	- Fitness Requirements - Control the players - Appearance - Health and Safety - Equipment - Effective communication	- Number of players - Length of play time - Scoring systems - Playing area - Equipment - Starting and restarting play - Non-adherence to rules - Application of rules and regulations

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### LAC – demonstrate ways to improve participants sporting techniques

#### Planning Drills and Conditioned Practices

Organisation and demonstration of drills and conditioned practices to participants:

- Space
- Equipment
- Organisation of the group
- Demonstrations
- Positioning

Supporting participants taking part in practical drills and conditioned practices:

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

Teaching points

Technique

Drills & Conditioned Practices

Support Participants

#### Marking grid – Component 2

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
No retrievable material	Limited application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a basic account of the use of the components of fitness in the given physical activity with some omissions • a basic account of the impacts of the components of fitness on performance in the given physical activity.	Adequate application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a partially developed account of the use of the components of fitness in the given physical activity with few omissions • a partially developed account of the impacts of the components of fitness on performance in the given physical activity.	Good application of knowledge and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a mostly developed account of the use of the components of fitness in the given physical activity with minor omissions • a mostly developed account of the impacts of the components of fitness on performance in the given physical activity.	Comprehensive application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. Evidenced through: • a well-developed account of the use of the components of fitness in the given physical activity with no omissions • a well-developed account of the impacts of the components of fitness on performance in the given physical activity.

Improve sporting skills

Provide demonstrations

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 4: Improving participants' sporting skill (video)</b>				
<b>Learning outcome C: Demonstrate ways to improve participants sporting techniques</b>				
0 marks	1-3 marks	4-6 marks	7-9 marks	10-12 marks
No retrievable material	Limited practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • basic demonstrations with minimal use of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a basic range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • rarely provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	Adequate practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • sufficient demonstrations with some use of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a sufficient range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • sometimes provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	Good practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • competent demonstrations with a range of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a competent range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill • frequently provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.	Confident practical ability and demonstration of appropriate drills and support given to improve participants' sports skills. Evidenced through: • effective demonstrations with use of a wide range of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • a wide range of appropriate drills and conditioned practices to develop participants' technique for chosen sports skill • consistently provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.

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
No retrievable material	Limited application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill. Evidenced through: • basic plan with little relevance to the chosen sport skill • basic 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.	Adequate application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill. Evidenced through: • a partially detailed plan with some relevance to the chosen sport skill • partially developed 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.	Good application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill. Evidenced through: • a mostly detailed plan which is mostly relevant to the chosen sport skill • mostly developed 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.	Comprehensive application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill. Evidenced through: • a fully detailed plan with specific relevance to the chosen sport skill • fully developed account to justify the choices of activities included in drills and conditioned practices which is specific relevance to the techniques required for the chosen sport skill.