



Marking Grids

BTEC Level 1 / Level 2 Tech Award in Sport

First teach September 2022

Component 1 (internal): Preparing
Participants to Take Part in Sport and
Physical Activity

Component 2 (internal): Taking Part and
Improving Other Participants Sporting
Performance

Assessing the Pearson Set Assignments

Marking Grid Component 1	3
Marking Grid Component 2	6

Assessment decisions for each learner’s response to the Pearson Set Assignment (PSA) for each internally assessed component must be made using the relevant marking grids below.

Marking grids for the internal components have also been built into the Assessment Tracker Tool which can be downloaded from the Teaching and Learning Materials section of the BTEC Tech Awards in Sport (2022) qualifications pages. This Assessment Tracker will help you collect marks for the class, streamline management of records, and allows you to export the Assessment Record forms for sampled learners for moderation.

Before making assessment decisions, you should use the guidance on using the marking grids provided in the Tech Award Specification **Section 5: Non-exam internal assessment**.

You can also watch this [short video guide](#) to applying Mark Schemes for Internal Assessments in BTEC Tech Awards from 2022.

A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification.

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. 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. 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. 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. 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. 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. 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. 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. 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.

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 rewardable material	<p>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.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> 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				
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
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				
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 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 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 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 which is mostly relevant 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.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Preparing participants to take part in sport and physical activity – Part 2				
Learning outcome C: Be able to prepare participants to take part in sport and physical activity				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<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"> • basic demonstrations of activities in a warm-up with 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.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Components of fitness				
Learning outcome A: Understand how different components of fitness are used in different physical activities				
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 physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>Good application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Participating in sport				
Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited demonstration of practical ability through participation in their chosen sport.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> performs sporting techniques for sports skills with little accuracy, fluency and control in isolated practices performs sporting techniques for sports skills with little accuracy, fluency and control in competitive situations selects and performs appropriate strategies on few occasions during competitive situations. 	<p>Adequate demonstration of practical ability through participation in their chosen sport.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> performs sporting techniques for sports skills with some accuracy, fluency and control in isolated practices performs sporting techniques for sports skills with some accuracy, fluency and control in competitive situations selects and performs appropriate strategies on some occasions during competitive situations. 	<p>Good demonstration of practical ability through participation in their chosen sport.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> performs sporting techniques for sports skills which are mostly accurate, fluent and controlled in isolated practices performs sporting techniques for sports skills which are mostly accurate, fluent and controlled in competitive situations selects and performs appropriate strategies effectively on most occasions during competitive situations. 	<p>Confident demonstration of practical ability through participation in their chosen sport.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> performs sporting techniques for sports skills with high levels of accuracy, fluency and control in isolated practices performs sporting techniques for sports skills with high levels of accuracy, fluency and control in competitive situations selects and performs appropriate strategies effectively on all occasions during competitive situations.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Officiating in sport				
Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials				
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 two given areas of development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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 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 some omissions. 	<p>Adequate application of knowledge and understanding of the two given areas of development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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 partially developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with few omissions. 	<p>Good application of knowledge and understanding of the two given areas of development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>Comprehensive application of knowledge and understanding of the two given areas of development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Improving participants' sporting skill (written)				
Learning outcome C: Demonstrate ways to improve participants sporting techniques				
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 planning a drills and conditioned practices for a chosen sport skill.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>Adequate application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>Good application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>Comprehensive application of knowledge and understanding of planning a drills and conditioned practices for a chosen sport skill.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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 with specific relevance to the techniques required for the chosen sport skill.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Improving participants' sporting skill (video)				
Learning outcome C: Demonstrate ways to improve participants sporting techniques				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited practical ability and demonstration of appropriate drills and support given to improve participants' sports skills.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>Adequate practical ability and demonstration of appropriate drills and support given to improve participants' sports skills.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>Good practical ability and demonstration of appropriate drills and support given to improve participants' sports skills.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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. 	<p>Confident practical ability and demonstration of appropriate drills and support given to improve participants' sports skills.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • 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.