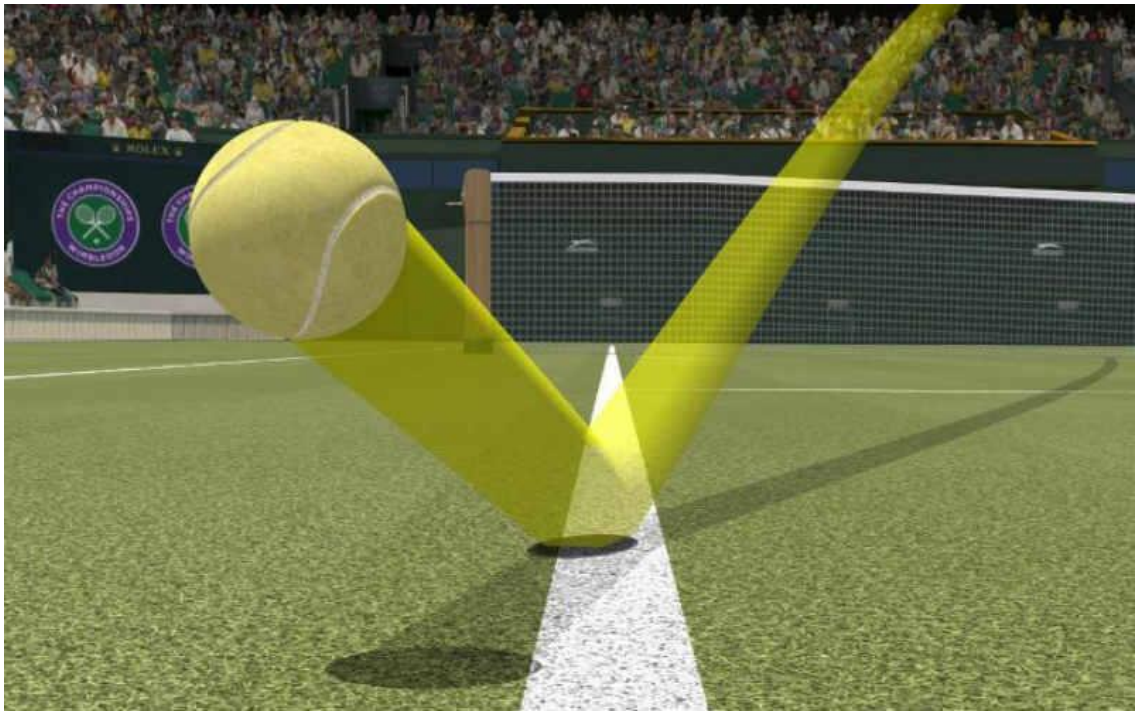
BTEC Level 1/2 Tech Award in Sport, Activity and Fitness

First teaching September 2018



Sample Marked Learner Work

Subject: Sport, Activity and Fitness

Component 1 - Understand the Body and the Supporting Technology for Sport and Activity

Learning Aim C – Understand the use of technology for sport and activity

Level 1/Level 2

Pass level

Contents

You will need to refer to the appropriate specification alongside these sample materials.

Component 1 from the Level 1/ Level 2 BTEC Tech Awards in Sport, Activity and Fitness can be found by typing the following into your web browser (Google Chrome).

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.html

Note:

- The Authorised Assignment Brief (AAB) used for generating this learner work is the same as the one provided by Pearson. Centres are expected to get the AAB fully internally verified prior to being issued to the learners.
- The learner work generated is an exemplar of standard for a particular Learning Aim(s) and grade(s), and **NOT** a response to the entire task detailed in the Authorised Assignment Briefs. We therefore expect centres to use this resource to exemplify how to structure a response to a task. We also encourage centres to use this work to standardise their Assessment teams and demonstrate to learners the level of work expected to achieve the different targeted grades outcome.

In preparation for the first teaching from September 2017 and as a part of the on-going support that we offer to our centres, we have been developing support materials to help you better understand the application of BTEC Tech Awards Level 1 Level 2 qualification.

The following learner work has been prepared to demonstrate indicative standards at Pass and Distinction level across a component.

Did you know?...

We've worked closely with over 5,000 employers, universities, teaching professionals and trainers to develop the new BTEC Tech Awards.. That means teacher and tutors can be confident their new BTEC courses contain the knowledge and employability skills students need to succeed at higher level study and in their chosen career.

BTEC Tech Awards provide work-related learning across a range of sectors. Delivering the knowledge, skills and under need to preparor their chosen career, BTEC Tech Awards offer progression to higher education, employment or further study.

BTEC Tech Awards use a combination of assessment styles to give your students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses and throughout their career. This range of vocational assessments, both practical and written, mean students can showcase their learning and achievements to best effect when they take their next step, whether that's supporting applications to higher education courses or potential employers.

On successful completion of a BTEC Tech Award qualification, learners can progress to or within employment or continue their learning within the same or related areas of study programmes.

They provide a more practical, real-world way of learning and their value is widely recognised by teaching professionals, employers, and learners and can be studied full- or part-time.

Each programme of study covers a number of components, for which students must present evidence based on their work and studies to demonstrate the knowledge and skills they've developed on the course.

BTEC Assignment Brief

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness
Component number and title	1: Understand the Body and the Supporting Technology for Sport and Activity
Learning aim(s) (For NQF only)	**C** Understand the use of technology for sport and activity
Assignment title	Technology for sport and activity
Assessor	Miss Bennett
Issue date	22nd January 2018
Hand in deadline	2nd February 2018

Vocational Scenario or Context	Your booklet was a real success and your information on technology is something that really impressed the sports club. They have now asked you to research the different uses of technology in sport and activity producing a presentation to share your findings.

Task 1a	To successfully complete this task you need to research the different types of technology. You should focus on; • Advances in equipment • Advances in protection • Clothing • Footwear • Facilities • Cameras, computers and software Once completed, you should begin to create a presentation that describes and analyses the different types of technology that are

	used in sport and activity. You must ensure you describe how they are used and use sporting examples. Once completed, you are also required to describe and explain the benefits and limitations of the use of technology. You should consider how each affects the performer, the coach/manager and the officials. Benefits for the performer: • Marginal gains • Clothing – leading to improved aerodynamics/reduced drag • GPS monitoring of training zones • Use of prosthetics • Improved footwear Benefits for the coach/manager: • Video analysis of team performance • Video analysis of participant performances • Using GPS technology to allow appropriate squad selection • Use of apps Benefits for the officials: • Moisture control clothing • Use of smartwatches Limitations on the performer: • Data from technology can impact on selection • Data from technology directly compares performers • Data and injury assessment information may prevent participation

	Limitations on the coach/manager: • Time consuming • Coach/manager is required to keep up with developments to access advantages • Technology breakdowns and repair costs • Cost Limitations on the officials: • Breaks in play/disrupts the flow of a game • Slows the game, the length of the break could contribute to a change of the cardiovascular demands on the official's body • Some technologies are often available only at elite levels, e.g. goal-line technology is available to elite players only Within your presentation you should assess the different benefits and limitations, ensuring that these are related to a variety of sporting examples.
Checklist of evidence required	Presentation materials Record of activity

Criteria covered by this task:	
Component/ Criteria reference	To achieve the criteria you must show that you are able to:
C.2P4	Describe, using sporting examples, different types of technology used in sport and activity, clearly describing their usage, along with identification of benefits and limitations.
C.2M3	Analyse, using sporting examples, the different types of technology used in sport and activity, along with an explanation of benefits and limitations.
C.2D3	Assess the benefits and limitations of technological advances in sport and activity, using clear sporting examples.

Sources of information to support you with this Assignment	**Websites** **Free resources for Physical Education and sports coaching** www.teachpe.com www.brianmac.co.uk/trainprog www.livestrong.com/fitness www.sport-fitness-advisor.com www.thinqfitness.com/video.asp
Other assessment materials attached to this Assignment Brief	*eg, work sheets, risk assessments, case study*

FOR NQF LEVEL 2 ONLY: If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.		
To achieve the criteria you must show that you are able to:	Component	Criterion reference
Identify some types of technology used in sport and activity, showing some understanding of their usage.	1	C.1P4
Outline different types of technology used in sport and activity, showing an understanding of their usage using sporting examples.	1	C.1M4

Introduction to Learner work

The learner work that follows has been assessed accurately to national standards. This is one example of **Pass** grade achievement for **Learning Aim C** on an internally assessed component.

The learner is in Year 12 and is completing the Pearson BTEC level 1/ Level 2 Tech Award in **Sport, Activity and Fitness** alongside other qualifications.

The learner has submitted Assignment **3,** Learning Aim **C** and it has been assessed as **Pass** standard.

Commentary

The learner has submitted Assignment **3** to cover **Learning Aim C:** Understand the use of technology for sport and activity.

The learner has achieved assessment criteria **C.2P4.**

It is important when assessing or internally verifying to look holistically at the evidence using the assessment criteria and 'Essential information for assessment decisions' section of the specification.

The learner has chosen to complete their assignment focusing on a range of sports and different technologies used within.

The learner has met the pass criteria as they have provided a description of the different types of technology that are used in sport and activity as outlined in the specification. They have also stated how each aspect of technology can be used and who may use this. In order to achieve the merit criteria, the learner would need to provide an analysis of the different types of technology.

They have provided a variety of examples from different sports to support their descriptions and added some detail and information to these.

The learner has gone on to identify the benefits of the different technologies for the performer, the coach or manager and the official. They have ensured that there are examples included here. In order to achieve the merit criteria, the learner would be required to explain the benefits of technology. They would need to provide a sufficient level of detail for this to be awarded.

The learner has also gone on to identify the limitations of the different technologies for the performer, the coach or manager and the official. They have also ensured that there are examples included here. In order to achieve the merit criteria, the learner would be required to explain the limitations of technology. They would need to provide a sufficient level of detail for this to be awarded.

For the learner to achieve an overall distinction, they would also be required to provide an assessment of the limitations with the advancements of technology. This would need to be supported with clear sporting examples that are clear and relevant.

Learner Work

Technology in Sport

Jack Williams

Introduction

There are many different types of technology in sport. The technology that we use can be the equipment, protection, clothing, footwear, facilities and electronic technology like cameras and computers. I will aim to describe how each of these is used in modern day sport and the benefits and limitations of these.

Equipment

Equipment has become very advanced in sport. The different types of materials now used can benefit the athlete greatly. This could include the weight of the item or the way it can be used.

Evidence towards C.2P4

Badminton/Tennis Rackets

- Tennis and badminton rackets are made of carbon and may soon be made of graphene. Carbon means that the rackets can be very light and very strong meaning that tennis players are able to put maximum force into each shot to win the points against their opponents. The strings on rackets are very strong and tested by machinery to breaking point to see how much force they can withstand. This allows players to hit the ball incredibly hard.

Evidence towards C.2P4

Footballs

- Footballs were first made of pigs bladders, this made them very heavy and meant they couldn't be kicked too far. Modern footballs are made of leather with a rubber bladder to make them light and easily controllable by the foot. This means players can put a lot more power into their shots or passes etc and can get a good level of accuracy with each pass of the ball.

Evidence towards C.2P4

Goal Posts

- Goal posts are made of lightweight metals or can be made of durable plastic that allows smaller goals to be easily transported and therefore more accessible for more people to play. Many goal posts are covered with padding to prevent injury too. This includes in rugby to prevent the players running into the posts and getting badly injured.

Evidence towards C.2P4

Strengthening Equipment

- Strengthening equipment is made using lots of different materials that are now more easily manufactured. This means that it is much easier for lots of people to access equipment such as a treadmill, exercise bike, weights or punch bags. The equipment is designed to be easily moveable but durable which allows these to be purchased and used at home.

Evidence towards C.2P4

Protection

Protection has improved in sport through advances in technology and is important to keep everyone safewhen they are playing different games or taking part in a variety of activities.

Football – Shin Pads

- In football all players have to wear shin pads to try and prevent a broken leg or other injury. These have improved over the years to be made of stronger but lighter materials and also smaller to provide a good level of protection.

Evidence towards C.2P4

Cricket Helmets

- Cricket helmets are a must for cricket players when they are batting. If they don't wear a helmet the ball can hit them in the head and the worst case scenario would be death. Helmets have become more protective using stronger materials. For example, the nose and jaw used to be protected by Perspex which was very flimsy. Instead, these are now protected by a strong metal grill which will stop the ball hitting a batter in the face and causing serious damage. The helmets are also lighter and use energy-absorbing foam. These are still developing and there is likely to be a piece added to helmets to protect the throat in the near future.

Evidence towards C.2P4

Mouth Guards

- Mouth guards have improved as the material they are made from is tougher and with some warming can be easily moulded to the player's teeth. These are essential in some sports such as rugby, lacrosse and boxing where the player's teeth could be easily knocked out by the impact of a ball or opponent. Mouth guards need to be pliable but set strong to provide the best protection possible for the wearer to help them remain safe.

Evidence towards C.2P4

Landing Mats

- Landing mats are usually used in sports such as gymnastics and have been developed to ensure landing is safe and protects the gymnast's joints and back. If the landing mats were to a high standard there would be too much shock travelling through the gymnast's body that could lead to lots of issues and injuries. The mats used often have high quality foam layers with some shock absorption to help protect the person landing.

Evidence towards C.2P4

Clothing

Clothing has evolved to include lots of different features that help an athlete stay cool and dry. There are also items of clothing that can help an athlete become faster and therefore better at their sport.

Evidence towards C.2P4

Aerodynamic Clothing

- Aerodynamic clothing has become very important to sports people in many sports. In cycling, players use aerodynamic clothing to help them to travel faster. Aerodynamic clothing is skin tight and allows the air to pass the body without any drag. Drag can mean an athlete is slower. Even if this makes then faster by 0.001 of a second, this is enough to win a race whether you are Chris Froome when cycling or Usain Bolt when sprinting.
- This can be very important when you are an elite athlete and want to be the best in the world.

Evidence towards C.2P4

Compression Clothing

- Compression clothing is made with tight elastic so that it holds it shape. They are designed to use graduated pressure – for example they are tighter at the ankle that the knee to improve circulation from the lower leg. Compression clothing improves blood flow meaning more oxygen can get to muscles and a better performance made. They can also help recovery as the muscles have a better supply of oxygen and therefore can use this to help return muscles to normal and remove lactic acid quicker. Lots of athletes will wear compression clothing – some under their kits e.g. footballers.

Evidence towards C.2P4

Moisture Control

- This type of clothing helps to keep the skin dry. It will absorb the sweat that the athlete makes when exercising/playing and keep this away from the skin to stop any uncomfortableness or skin irritation issues. For example, a marathon runner would use moisture control clothing as they will be wearing their kit for a long time and don't want to feel uncomfortable or suffer from chafing.

Evidence towards C.2P4

Perceived Psychological Edge

- If athletes use the top clothing it can make them feel really good and believe that the clothes they are wearing will help them be the best and to win. For example, if Usain Bolt ran the 100m final in a baggy t-shirt, he may not believe he could win as he would have a lot of resistance when running. Whereas, if he wears his aerodynamic clothing then the air will not cause drag and will allow him to sprint faster.

Evidence towards C.2P4

Footwear

Footwear is important to help stop someone getting injured. Wearing the right shoes when playing sport can help give your foot and ankle the right support where it is needed for your sport and also the right level of shock absorption for your sport for prevent injuries.

Evidence towards C.2P4

Changes in Materials

- The materials used are now stronger but lighter. Different shoes are designed in different ways. For example, basketball shoes have high tops to protect the ankle and prevent injury. The materials used will allow the foot and ankle to breath. Most trainers designed for sport will now be made of a synthetic leather, mesh and TPU to help cool the feet. They use hyperfuse technology so there is very little stitching to make the shoes more comfortable.

Evidence towards C.2P4

Studs

- Studs have evolved hugely from the metal removable studs. Now, studs are often moulded to the boot to allow comfort and to ensure they are positioned in the most effective part of the boot for grip and performance. Footballers will have studs of different lengths depending on the softness of the ground and to make sure they can get good grip for the best performance possible.

Evidence towards C.2P4

Insoles

- Insoles have developed hugely to provide athletes with a higher level of comfort and shock absorption. Good insoles can now absorb up to 95% of the shock that is created on impact with the ground. A long distance runner would use good quality insoles to prevent the repeated shock travelling through their body and to their joints and back. They will also mould to the shape of the foot to make sure the run is comfortable and blisters are not created.

Evidence towards C.2P4

Breathable/Waterproof

- Footwear has been created that is both waterproof but breathable to keep an athlete dry but also stop them from sweating and causing bacteria to grow. This is due to layered fabric being fused together to work as a team within the footwear. The design allows sweat to be moved away from the foot but for air to circulate too. This is very important for distance runners who require comfortable feet throughout the duration of a race.

Evidence towards C.2P4

Facilities

Facilities are now created with lots of different technological features that allow them to be more suited to athlete needs. This can include flooring, climate and whether these are indoors or outdoors.

Evidence towards C.2P4

Climate Control

- Climate control includes temperature control via air conditioning or an air management system. This allows the temperature of the facility to be regulated and maintained. By maintaining this to a suitable and comfortable level, athletes can train for longer and acclimatise to the demands of their sport. They can also push themselves to the maximum under these conditions.

Evidence towards C.2P4

Indoor Flooring

- Indoor flooring can be sprung, wooden or anti-friction. Each of these is important for certain sports and helps the people playing to perform to a higher standard. A sprung floor is often also wooden may be used in a gymnastics hall to allow shock to be absorbed away from the gymnast and ep prevent injury. An anti-friction floor is very durable and allows the athlete to be able to make the movements that they require for their sport with ease. For example, in basketball an anti-slip floor would allow a player to drive easily when trying to score a basket.

Evidence towards C.2P4

Outdoor

- 3G/4G and artificial pitches are used as an alternative to grass. These mean that players can still play despite poor weather conditions that may lead to water-logged pitches. Many 3G and 4G pitches use rubber that will absorb shock from the players. Lots of football is played on these pitches so that they can avoid water-logging but also benefit from the rubber bases.

Evidence towards C.2P4

Cameras, Computers and Software

- When considering technology, many people think about cameras, computers and software and what these offer athletes. They are all very useful and can help an athlete in many ways such as improving technique, finding the extra 10th of a second or sussing out opposition.

Evidence towards C.2P4

Hawk Eye

- This is a computer system that follows a ball and helps the person incharge – the referee or umpire – to make the right decision. It is used in tennis. Players can choose if they want to challenge a decision by the line judge and if they do, this goes to the computer system where the decision is reviewed. They look closely at where the ball landed and this will decide if it is in or out. Sometimes the ball grazes the line and this means it is in but the line judge may have called out as they couldn't see the minute touch. This can often lead to points that have been called out being awarded so the game is played as fairly aspossible. Hawk eye means decisions are more accurate and takes away the possibility of human error.

Evidence towards C.2P4

Goal Line Technology

- Goal line technology has been introduced to football at elite levels so that there is no error when a goal is given. It means that the referee can make the right decision as to if the whole ball has or has not crossed the line. If the whole ball crosses the line, a signal will be sent to the referees watch and they will award a goal as long as no other rules have been broken e.g. offside. If the players think a goal has been scored but the whole ball doesn't actually cross the line the referee will not be intimidated into giving the goal as the watch will not have buzzed to say it was a goal.

Evidence towards C.2P4

Match & Participant Player Analysis

- At the end of games, athletes and their coaches can watch their performance and use what they see to make changes for future games or events. For example, a rugby coach may watch a rugby game back at the end and decide that the tactics need tweaking for the next game or that two players didn't link very well so they can work on it in training. A tennis coach may watch a game and decide that their player needs to improve their serve as they had too many second serves or that their feet weren't in quite the right position.

Evidence towards C.2P4

Action Camera

- Cameras such as GoPro can be used to record an event whilst it is happening and allow it to be used afterwards for highlights or alterations for the future. Mountain bike riders may use this to help them understand courses better or how to tackle tricky turns in a more logical or quick manner.

Evidence towards C.2P4

GPS

- GPS is relatively new and is really taking off in team sports. Often, players will wear GPS trackers in order for their performance to be tracked. This will include the distance they run in a game or their positioning throughout a match. It may be possible to see if a footballer covers sufficient distance or if they nee to work on their fitness as well as looking at their positon on the pitch throughout or simply honing in on their position when a goal was scored etc.

Evidence towards C.2P4

Smartwatches and Apps

- Smartwatches and Apps are becoming more popular and allow athletes to train to a higher intensity by tracking what they are doing. Many smartwatches and different sports Apps will track the course you may run – distance runners will find this useful to keep tabs on the distance they have covered and the time this was completed in. They can also use it to take split timings so that they are aware of how they performed in different parts of the run. Many sports will not allow watches to be worn when competing but distance runners can wear these. This will give them lots of vital information at the end that can be analysed and used for future training and races.
- Many athletes use smartwatches and Apps to help them stay motivated and push themselves to improve.

Evidence towards C.2P4

Benefits

- There are many benefits that technology can have in sport if used correctly and regularly. There are benefits for the performer, the coach or manager and the officials.

Evidence towards C.2P4

The Performer

- The performer can benefit from the use of technology in many ways.
- The performer can use skills analysis to improve their body – their muscular and skeletal systems. They can watch their performances and look for any errors then work on these in training sessions. For example, a hockey player may look at their posture when holding the stick and running with the ball, they may work on the position of their feet in relation to the ball or how they bend towards the ball etc.
- The performer can use clothing to their advantage by wearing aerodynamic clothes. Sprinters or cyclists would use skin tight clothing to help them run better and faster as there would be no drag from baggier clothing. Long distance runners may use moisture control t-shirts and shorts to keep the sweat away from their skin so they don't get a skin complaint or cold from the sweat.

Evidence towards C.2P4

- The performer can use GPS to their advantage to tell them when they are working in the cardiorespiratory training zone. This will help them to get the most out of their training and understand how long it took them to reach this zone and how long they managed to spend working within it.

- For some athletes, the use of a prosthetic may be required. This is a huge technological advancement that allows sports to be more inclusive and athletes to participate to their potential. This would allow athletes who may not have been able to participate previously to do so. This will have a positive impact on their mental attitude, self-worth and self-belief.

Evidence towards C.2P4

- The performer can also benefit from using footwear that is purposely designed for their sport. They can use footwear that contains shock absorption for high impact sports such as netball and basketball as well as using insoles that help to absorb this too. If a performer wears high quality footwear with insoles they can significantly reduce shock and therefore help to prevent injury to their joints or body. The material of the footwear is important to allow the feet to breath but also to remove the sweat and keep the feet as dry as possible. This can help prevent movement in the shoe, a build up of bacteria and conditions such as athletes foot.

Evidence towards C.2P4

The Coach or Manager

- The coach or manager can use technology to ensure their athlete has the best advantage possible.
- They can use video analysis in order to evaluate their teams performance. This includes analysing their cardiorespiratory effort. They are able to look at how much their athlete was able to give and if there is a need for improvements in fitness to push the athlete or team further.
- They can also use the technology to analyse how the musculoskeletal system of an athlete is used. Does the athlete get their body into the correct and most efficient position or do they need to improve somewhere? The technology can make this easy to see and programmes such as dartfish can allow an image to be placed onto a perfect model to see the level of performance required or the alterations that would make the performance better.

Evidence towards C.2P4

- The coach can use the GPS information gained from training or fixtures to select the best team possible. They may look at the data and decide that a player isn't quite fit enough or not performing better than another and therefore select their squad using this. A football manager may select their midfield players using the distance that they have covered. They may also use it to up their work on the cardiorespiratory system during training to make sure it is at a consistently high standard.

- The coach can also use Apps to their and their performers advantage. They can use it to track the mood of the athlete by measuring their heart rate, glucose levels and simply asking the athlete to identify how they feel every so often. The Apps can also be used to tell the coach what to use for training based on the information sent over from their athletes.

Evidence towards C.2P4

The Officials

- The officials can benefit greatly from the use of technology.
- Officials can wear clothing that controls moisture. A football referee might wear a moisture control layer under their shirt to allow the sweat to be kept away from the skin. This can help with thermoregulation so when they maybe stop for a minute or so in a game that they don't get cold as the sweat isn't sitting on the skin.
- They can also use a smartwatch that will track their performance during the game. This might include the amount of distance they have covered. For example, a football referee might run 10 miles one game but 11 the next. They can use this information to make sure when they train that they are able to cover this distance and more.

Evidence towards C.2P4

Limitations

- Technology can be limiting and can alter the perception and attitude that spectators have about their sport. There are limitations for the performer, the coach or manager and the officials.

Evidence towards C.2P4

The Performer

- The data that is gathered regarding the performers performance and activity can impact on their selection. This could mean that a player may have an off day and not play very well in training. When their GPS information is compared to a team mates, they may not be selected for the game despite being the better player overall.

- The data is used to compare performers. This can be negative for performers as they are not being treated as individuals and more as a comparison. When looking at data it is easy to ignore the person and focus on numbers which can leave the performer thinking negatively and their performance dropping along with their confidence.

Evidence towards C.2P4

- Technology may be used during injury rehabilitation and may inform a coach that a performer isn't on track with their return from injury. However, this does not take into account how the performer actually feels and what they are capable of. It is possible that an on field assessment after injury may be able to provide more information along with the performers input as to whether they are fit for returning to play.

Evidence towards C.2P4

The Coach or Manager

- Technology is very time consuming and managers may not always have time to use it to its full extent. This may result in something being missed. The coach or manager may have to give up coaching time in order to watch video analysis meaning that the time dedicated to coaching players is lost – many coaches may see this as too important to lose. Elite teams have dedicated people to watch performances and analyse these although the coach or manager may see things differently.
- It is also really important the coach or manager keeps up with technological advancements. This can be an issue for many teams where finances aren't high and can also be time consuming to learn how to use these effectively. Coaches and mangers may just get used to using a piece of technology and then it is out of date as a new version comes out.

Evidence towards C.2P4

- Technology can break and require repairing. This can be a real issue for a coach or manager as it can lead to hiccups in training or a lack of information being gathered. For many small clubs or sports at grass roots level, this expense may be too great an it may mean that the break down in equipment is never mended.

- Technology can be very expensive. For elite teams, this is often not an issue as they have large finances in order to cover this and keep up with advancements. However, at grass roots level, not everyone can afford to spend the money that the club or individual has on technology and therefore it is not able to be used. This can create an unfair playing field as some may be able to afford and use this whilst many others cannot. This also means that technological benefits are not in reach of those who cannot afford it.

Evidence towards C.2P4

The Officials

- Technology can limit an official as it can impact on their cardiovascular system. When a game of football or rugby is stopped to use goal line technology the official stops and may get cold. Their heart and lungs will stop working as hard as they have been and the benefits to the cardiorespiratory system will temporarily be halted. The demands then placed on the system once play resumes can be high and lead to a spike in their requirements to intake oxygen etc.
- It is also often the case that many technologies are only available at elite levels. Goal line technology is not used for anyone outside of the Premier League or Champions Leagues (in the UK). Therefore, grass roots or semi- professional officials don't have the same support as those at elite levels. However, they would benefit from this in order to ensure the game was as fair as possible and prevent human error.

Evidence towards C.2P4

Conclusion

- Technology is evolving all the time and can be an effective and exciting tool to improve sports, performances, coaching techniques and officials. However, it is an expensive area and not everyone has access to this. It would be beneficial to everyone if technology was cheaper and more reliable.

Evidence towards C.2P4

RECORD OF ACTIVITY

Observation Record	
Learner name:	Jack Williams
Qualification:	BTEC Level 1/2 Tech Award in Sport, Activity and Fitness
Component number & title:	Component 1: Understand the body and the supporting technology for sport and activity.
Name of *Observer	Miss Bennett
Date of Activity:	30th January 2018
Assessment criteria targeted :	
C.2P4 – Describe, using sporting examples, different types of technology used in sport and activity, clearly describing their usage, along with identification of benefits and limitations. **C.2M3** – Analyse, using sporting examples, the different types of technology used in sport and activity, along with an explanation of benefits and limitations. **C.2D3** - Assess the benefits and limitations of technological advances in sport and activity, using clear sporting examples.	
Description of activity undertaken (what the learner did) and the evidence provided/questions asked and answers given:	
Jack has presented his findings for learning aim C via a PowerPoint presentation. He has ensured that he hass described the different types of technology and how each is used in sport. He was able to use additional examples during his presentation that are not present on the PowerPoint itself. Jack has included the benefits and limitations of the different technologies on the performer, coach/manager and the official. Again, he gave additional examples that are not included on the PowerPoint and ensured that the information included was of a good quality. Jack presented his information with confidence and was able to demonstrate a good level of understanding for C.2P4 to be awarded.	
I confirm this is an accurate record of the activity undertaken	

Learner signature:	J. Williams	**Date:**	31/1/18
***Assessor signature:** ***please delete as applicable**		Miss. Bennett	

Learner Assessment Submission and Declaration

This sheet must be completed by the learner and provided for work submitted for assessment.

Learner name: Jack Williams		**Assessor name**: Miss Bennett
Date issued: 22/01/18	**Completion date:** 2/02/18	**Submitted on:** 2/02/18
Qualification: BTEC Level 1/2 Tech Award in Sport, Activity and Fitness		
Assessment reference and title: Learning aim C: Technology for sport and activity		

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
1	PowerPoint Presentation	1-47
1	Observation record	48
Comments for note by the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: J. Williams **Date:** 02/02/18

ASSESSMENT RECORD SHEET			
Programme	BTEC Level 1/2 Tech Award in Sport, Activity and Fitness	**Learner name**	Jack Williams
Assignment title	Technology for sport and activity	**Assessor name**	Miss Bennett
Component no. & title	Component 1: Understand the body and the supporting technology for sport and activity	**Targeted assessment criteria**	C.2P4, C.2M3, C.2D3
Issue date	22nd January 2018	**Submission deadline**	2nd February 2018
First submission / resubmission?*	=First submission	**Date submitted**	2nd February 2018
Resubmission authorisation by Lead Internal Verifier*		**Date**	

Targeted criteria	**Criteria achieved?** (Yes / No)	**Assessment comments**
C.2P4	Yes	Jack, you have described each of the types of technology and given good sporting exampled. You have also identified the benefits and limitations for the performer, coach/manager and officials.
C.2M3	No	You have not attempted to analyse the different types of technology although you have provided some explanation of benefits and limitation.
C.2D3	No	You have not assessed the benefits and limitations of technological advances in sport and activity.

General comments
Well done Jack. You have worked hard to produce a good PowerPoint presentation. You have clearly completed some good research and have been able to use good examples.

Assessor declaration			
Assessor signature	*Miss. Bennett*	**Date**	05/02/18
Learner comments	I am pleased with my grade. I have achieved a pass and will work hard to improve for future assignments.		
Learner signature	*J. Williams*	**Date**	10/02/18