



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

PRACTICAL SPORT

D/502/5412

LEVEL 2 UNIT 1

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



PRACTICAL SPORT

D/502/5412

LEVEL 2

AIM OF THE UNIT

Most people become involved in sport and make a career out of it because they enjoy participating in at least one sport themselves. As part of this participation people should constantly be looking to improve and progress in their chosen sport(s). Having an understanding of the rules and regulations will help them to do this and may also generate an interest in officiating and the roles of the officials. It is also important to be able to review a performance in order to aid improvement.

By completing this unit, learners will develop their skills, techniques and use of tactics/strategies in selected sports, as well as their understanding of the rules and the roles of officials. They will learn how to review a performance and identify areas of strength and weakness.

PURPOSE OF THE UNIT

This will help the learner to know what is required in order to become a successful sports performer. In order to participate in any sport it is essential for the participants to be able to understand and perform a wide range of skills and techniques related to the specific activity. It is also important for participants to know the rules, regulations and the role of officials. Successful performers possess the ability to apply tactics and strategies related to the activity effectively and are able to evaluate performances and suggest ways to improve. This unit allows the learner to start to develop the ability to analyse sports performance which gives them the opportunity to progress to gaining National Governing Body coaching awards for sports that they have an interest in. Should they do this they would then have an opportunity to work with young children delivering coaching sessions.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Be able to demonstrate a range of skills, techniques and tactics in selected sports	P1 demonstrate use of practical skills, techniques and tactics appropriate for one team sport	M1 identify areas for improvement in the use of skills, techniques and tactics for team and individual sports	D1 adapt skills, techniques and tactics during team and individual sports
	P2 demonstrate use of practical skills, techniques and tactics appropriate for one individual sport		
2 Know the rules, regulations and scoring systems of selected sports	P3 describe the rules, regulations and scoring systems for one team sport		
	P4 describe the rules, regulations and scoring systems for one individual sport		
3 Know the roles and responsibilities of officials in selected sports	P5 describe the main roles and responsibilities of officials in one team sport	M2 define the main roles and responsibilities of officials in team and individual sports in relation to positioning	
	P6 describe the main roles and responsibilities of officials in one individual sport		
4 Be able to review sports performance	P7 produce, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team	M3 apply a range of methods to review sports performances of individuals and teams	
	P8 use the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement	M4 apply a range of methods to show teams and individuals their strengths and areas for improvement	
	P9 use the observation checklist to review own sports performance in an individual sport or team sport, identifying strengths and areas for improvement	M5 apply a range of methods to review own sport performance in an individual and team sport identifying strengths and areas for improvement	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1: Be able to demonstrate a range of skills, techniques and tactics in selected sports

Skills and techniques: i.e. demonstrate the ability to perform skills and techniques relevant to the sports selected (e.g. tennis: drives, forehand, backhand, lob, smash, volley, serve, footwork and movement. Volleyball: volley, dig, serve, smash, block)

Tactics: (e.g. tennis: shot selection, positioning. Volleyball: strategies and team skills – three touch rallies, defence – use of block, positioning)

Individual sports: (e.g. badminton, figure skating, gymnastics, martial arts, swimming, tennis, track and field athletics, trampolining)

Team sports: (e.g. association football, basketball, cricket, goalball, handball, ice hockey, lacrosse, netball, rugby, softball, volleyball)

LO2: Know the rules, regulations and scoring systems of selected sports

Rules: i.e. rules (or laws) devised by the international governing body and implemented and adhered to by the national governing body for the sport (e.g. FIFA and FA)

Regulations: i.e. relating to health and safety of all participants in selected sports (e.g. football players wearing shin pads, correct number of officials, checking of playing surface and equipment)

Scoring systems: i.e. procedure for scoring goals or gaining points required for a win in selected sports

LO3: Know the roles and responsibilities of officials in selected sports

Roles: i.e. of officials in the team and individual sports selected (e.g. tennis - umpire, linesmen and referee. Volleyball - scorer, line judges, first referee and second referee) positioning (e.g. football referee in line with play, second and third officials running the line, fourth official off the pitch by the centre line)

Responsibilities: i.e. have required qualifications need to be able to interpret the rules and uphold discipline, be able to communicate, check health and safety (e.g. check equipment, ensure fair play and use technology when appropriate)

LO4: Be able to review sports performance

Review: i.e. identify strengths and weaknesses using a range, i.e. more than 2, of methods (e.g. feedback, video evidence, evaluation of own performance from peers)

Strengths and weaknesses: (e.g. review in terms of specific skills, techniques, tactics, knowledge of rules, regulations, scoring systems, teamwork and health and safety)

Improvements: i.e. identify short-term goals (e.g. improve accuracy of heading the ball in football) identify long term goals (e.g. have a training programme to improve fitness, identify a local club which have better qualified coaches, go on an NGB organised course)

DELIVERY GUIDANCE

LO1 The starting point for this unit is for the learner to choose, in consultation with the tutor, the team sport and individual sport which they are going to study for this unit. This is a practical unit which would benefit from learners having access to facilities locally. To enable the learner to develop new skills and techniques centres could introduce learners to sports that are new (e.g. volleyball, table tennis) rather than the more popular sport (e.g. association football). These sports can then be used for all LO's. Once the sports have been chosen tutors could use live performance or video evidence to observe a range of skills and these could be used to discuss techniques and tactics.

Types of skills, i.e.

- Simple skill (e.g. transferable between a number of sports such as running)
- Complex skill (e.g. tend to be specific to a sport (non-transferable) such as a tennis serve)
- Open skill (e.g. adaptable depending on the environment such as a pass in football)
- Closed skill (e.g. performed in a stable environment such as a free throw in basketball)

LO1 Learners have to demonstrate practical skills and techniques for the team and individual sport. Discussion could lead to learners recording the skills and techniques for their sports. Learners could then record their ability to perform the skills. Learners should list the basic skills required for their sports.

LO2 Learners need to know the rules, regulations and scoring systems of the selected sports. Learners should have knowledge of rules and regulations – rules regarding how to start the game, infringements, method of scoring and how to win; regulations about size of pitch, equipment, clothing, length of game, regulations about the number of players allowed and facilities required. Tutor could use videos to illustrate rules, regulations and scoring systems of the two sports.

LO3 Learners need to know the roles and responsibilities of officials in selected sports. Tutors once again could use video evidence and learners could observe officials in the selected sports. Learners could also demonstrate their knowledge by acting as an official in practical lessons and by observing their peers officiating.

LO4 Learners need to be able to review sports performance. Learners could use statistics and data when reviewing sports performance. Depending on the sport this could include information gained from performing skills (e.g. accuracy of passing, intercepting, footwork, shooting, scoring). Other methods to review performance could include video analysis, feedback from peers and the use of checklists.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

LO1 Learners must be able to demonstrate use of practical skills, techniques and tactics appropriate for one team sport and one individual sport

The demonstration of practical skills, techniques and tactics/strategies when performing in the activity, should include:

- Accurate performance of skills and techniques
- Appropriate use of tactics/strategies
- Decision-making during performance
- Awareness of role within/contribution to the team

This must be assessed in a practical situation during which the tutor will be required to produce a witness statement as evidence of the performance of the learner. Alternatively, teachers could provide filmed evidence with a recorded assessment level.

LO2 Learners must know and describe the rules, regulations and scoring systems for one team sport and one individual sport. This could be done in the format of a poster or leaflet.

LO3 Learners must know and describe the main roles and responsibilities of officials in one team sport and one individual sport. Learners must be taught:

- The importance of consistency (e.g. making sure rules are applied consistently in a variety of situations)
- The importance of accuracy (e.g. applying rules correctly)
- The use of signals (e.g. whistles/flags/gestures – how, when, why)
- How to communicate decisions (e.g. with other officials, performers and the audience).
- The importance of positioning (e.g. to gain the best view to make decisions, not obstruct activity).

Understanding of rules and regulations could be assessed through observation and recording of practical application where learners undertake a variety of roles (e.g. referee, umpire, line judge, timekeeper) in practical sessions.

LO4 Learners are assessed on their ability to produce, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team. They must then use the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement. The checklist could focus on the different components of a skill(s) which are easy for the learner to recognise and document.

The learner may then go onto use other methods for reviewing performance and feeding back to performers.

Textbooks

Jones L – Animated Skill Drills for Cricket Coaching – Animated Sports Coaching (Tacklesport Ltd, 1999)
ISBN 9780953816613

Edwards, J – Badminton: Technique, Tactics, Training – Crowood Sports Guides (The Crowood Press Ltd, 1997)
ISBN 9781861260277

Cushing and Cushing – Animated Skill Drills for Rugby Union Coaching – Animated Sports Coaching (Tacklesport Ltd, 1997) ISBN 9780953816606

Parkhurst A – Tennis: A Complete Guide to Tactics and Training – Sporting Skills (First Stone Publishing, 2005)
ISBN 9781904439479

Knowles et al – Animated Skill Drills for Soccer Coaching – Animated Sports Coaching (Tacklesport Ltd, 1999)
ISBN 9780953816620

Websites

British Cycling	www.britishcycling.org.uk
Badminton Association of England	www.badmintonengland.co.uk
Coachwise	www.1st4sport.co.uk
British Gymnastics	www.british-gymnastics.org.uk
The Football Association	www.thefa.com
The British Olympic Association	www.olympics.org.uk
Amateur Swimming Association	www.britishswimming.org
British Volleyball Association	www.britishperformancevolleyball.org
UK Sport	www.uk sport.gov.uk
Sports Leaders UK	www.sportsleaders.org
English Basketball Association	www.englandbasketball.co.uk
The Lawn Tennis Association	www.lta.org.uk
The Rugby Football Union	www.rfu.com
Sports Officials UK	www.sportsofficialsuk.com
UK Athletics	www.ukathletics.net

RESOURCES

Textbooks

Jones L – *Animated Skill Drills for Cricket Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1999)

ISBN 9780953816613

Edwards, J – *Badminton: Technique, Tactics, Training – Crowood Sports Guides* (The Crowood Press Ltd, 1997)

ISBN 9781861260277

Cushing and Cushing – *Animated Skill Drills for Rugby Union Coaching – Animated Sports Coaching* (Tacklesport

Ltd, 1997) ISBN 9780953816606

Parkhurst A – *Tennis: A Complete Guide to Tactics and Training – Sporting Skills* (First Stone Publishing, 2005)

ISBN 9781904439479

Knowles et al – *Animated Skill Drills for Soccer Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1999)

ISBN 9780953816620

Websites

British Cycling – www.britishcycling.org.uk

Badminton Association of England –

www.badmintonengland.co.uk

Coachwise – www.1st4sport.co.uk

British Gymnastics – www.british-gymnastics.org.uk

The Football Association – www.thefa.com

The British Olympic Association – www.olympics.org.uk

Amateur Swimming Association –

www.britishswimming.org

British Volleyball Association –

www.britishperformancevolleyball.org

UK Sport – www.uk sport.gov.uk

Sports Leaders UK – www.sportsleaders.org

English Basketball Association –

www.englandbasketball.co.uk

The Lawn Tennis Association – www.lta.org.uk

The Rugby Football Union – www.rfu.com

Sports Officials UK – www.sportsofficialsuk.com

UK Athletics – www.ukathletics.net

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 9: Planning and Leading Sports Activities

Unit 10: Technical Skills and Tactical Awareness for Sport



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk