

Cambridge TECHNICALS LEVEL 2

# ***SPORT AND PHYSICAL ACTIVITY***

Cambridge  
TECHNICALS  
2016

Unit 7

Practical sport

F/615/2390

Guided learning hours: 30

Version 1 September 2016

## **LEVEL 2**

### **UNIT 7: Practical sport**

**F/615/2390**

**Guided learning hours: 30**

**Essential resources required for this unit: None**

**This unit is internally assessed and externally moderated by OCR.**

#### **UNIT AIM**

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Most people working in sport do so because they developed an interest and enjoyment through participation. Participation in sport is also important in maintaining health and wellbeing. Developing skills in sports will also allow you to become a more effective coach or activity leader as you are able to give effective demonstrations and lead by example.

This unit gives you the opportunity to participate in both individual and team activities. Giving experiences to develop and improve skill levels in a variety of sports. In this unit, you will learn how to apply skills, tactics, techniques and knowledge in individual and team sports. You will also demonstrate your understanding of the rules, roles and responsibilities of an official. These will enable you to participate effectively and safely and also allow you to demonstrate skills when assisting in coaching sports.

## 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.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Be able to apply techniques and tactics in an individual sport</p>	<p>1.1 Performance of techniques (e.g. forehand topspin, 100m start, front somersault)</p> <p>1.2 Use of tactics/ strategies/ compositional ideas (e.g. motifs, drafting, pace making, ball positioning)</p> <p>1.3 Decision making during practices and performance (e.g. shot selection in badminton (drop, clear, etc.))</p> <p>1.4 Ability to manage own performance (e.g. sportsmanship, composure, etc.)</p> <p>1.5 Practical situations, i.e.</p> <ul style="list-style-type: none"> <li>• closed practice</li> <li>• open practice</li> <li>• conditioned competitive situation</li> <li>• game situations</li> </ul>
<p>2. Be able to apply techniques and tactics in a team sport</p>	<p>2.1 Performance of techniques (e.g. lofted pass, shooting, smash)</p> <p>2.2 Use of tactics/ strategies (e.g. formations, blocking shots, interceptions)</p> <p>2.3 Decision making during practices and performance (e.g. timing of runs, pass shoot or dribble.)</p> <p>2.4 Ability to manage own performance (e.g. sportsmanship, composure)</p> <p>2.5 Awareness of role/ contribution to the team (e.g. sticking to position, covering for team mate, leading)</p> <p>2.6 Practical situations, i.e.</p> <ul style="list-style-type: none"> <li>• closed practice</li> <li>• open practice</li> <li>• conditioned competitive situation</li> <li>• game situations</li> </ul>

<p>3. Be able to officiate in sport or physical activities</p>	<p>3.1 To undertake role of an official in an individual or team activity (e.g. referee, umpire, table official, line judge)</p> <p>3.2 To apply rules and regulations relevant to the sport, activity or role (e.g. consistent and accurate application of rules, confidence in decision)</p> <p>3.3 To communicate effectively (e.g. use of signals, signs and terminology, talking to participants)</p> <p>3.4 To maintain positioning whilst officiating (e.g. ensure view is not obstructed and they are keeping up with play)</p>
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## GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria which are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to apply techniques and tactics in an individual sport	*P1: Demonstrate effective selection and application of techniques and tactics in a wide range of open and closed practices.	M1: Demonstrate effective performance in an adapted competitive situation.	D1: Demonstrate understanding of the sport and awareness of own performance whilst participating in a sport.
2. Be able to apply techniques and tactics in a team sport	*P2: Demonstrate effective selection and application of techniques and tactics in a wide range of open and closed practices.	M2: Demonstrate effective performance and team work in an adapted competitive situation.	
3. Be able to officiate in sport or physical activities	P3: Apply knowledge of rules, roles and responsibilities of an official in a conditioned, competitive activity.		

## SYNOPTIC ASSESSMENT

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It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

## ASSESSMENT GUIDANCE

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### LO1 Be able to apply effective techniques and tactics in an individual sport

Learners may be assessed in any of the following individual sports:

Amateur boxing  
Athletics  
Badminton  
Boccia  
Canoeing  
Cycling  
Dance  
Dinghy sailing  
Diving  
Equestrian  
Golf  
Gymnastics  
Kayaking  
Polybat  
Rock climbing  
Sculling  
Skiing  
Snowboarding  
Squash  
Swimming  
Table Tennis  
Tennis  
Trampolining  
Windsurfing

The assessment for P1 should be within a series of drills that vary from closed to open situations that highlight the skills and tactics required to participate in the activity. For example, learners may demonstrate an overhead clear in badminton before progressing to a series of shots with a partner (e.g. clear, drop, smash, repeat). Learners must use different sports for LO1 and LO2 (e.g. learners cannot be assessed in singles badminton in LO1 and doubles badminton in LO2). When moving to M1, learners should demonstrate techniques and tactics in a conditioned competitive version of the full game. For example, half court badminton, short tennis or a one minute dance sequence.

For this LO, learners will benefit from drawing on the learning Unit 2 Physical preparation and readiness for sport and physical activity – LO4 Understand the needs of different participants in sport and physical activity. Learners may also draw on learning from Unit 8 Assisting sports coaching.

For the D1 criteria, learners may choose either an individual or team sport to demonstrate their understanding of their own performance when participating in activity/sport.

## **LO2 Be able to apply techniques and tactics in a team sport**

Learners may be assessed in any of the following team sports:

- Badminton
- Basketball
- Blind cricket
- Camogie
- Cricket
- Dance
- Football
- Gaelic Football
- Goal ball
- Handball
- Hockey
- Hurling
- Lacrosse
- Netball
- Powerchair football
- Rounders
- Rowing
- Rugby League
- Rugby Union
- Squash
- Table Cricket
- Table Tennis
- Volleyball (including sitting volleyball)
- Wheelchair basketball
- Wheelchair Rugby
- Yachting

The assessment for P2 should be within a series of drills that vary from closed to open situations that highlight the skills and tactics required to participate in the activity. For example, learners may demonstrate a lay-up shot in basketball before progressing to a practice with a passive and then active defender. Learners must use different sports for LO1 and LO2 (e.g. learners cannot be assessed in singles badminton in LO1 and doubles badminton in LO2). When moving to M2, learners should demonstrate techniques and tactics in a conditioned competitive version of the full game. For example, 2v2 in Basketball or Volleyball, 6v6 in Football or Futsal or High 5 in Netball. For this LO, learners will benefit from drawing on the learning from Unit 2 Physical preparation and readiness for sport and physical activity – LO4 Understand the needs of different participants in sport and physical activity. Learners may also draw on learning from Unit 8 Assisting sports coaching.

For the D1 criteria, learners may choose either an individual or team sport to demonstrate their understanding of their own performance when participating in a sport.

### **LO3 Be able to officiate in sport or physical activities**

The assessment must take place during a single, competitive game, where the activity has been modified to reduce the number of participants involved. For example a half-court game of Badminton, Short tennis, 5-a-side football.

For evidence of each LO, there must be recorded evidence and a witness statement must be used as supporting evidence to testify or corroborate what has actually been observed by you. Video evidence should include at least 30 minutes of their practical performance at all levels assessed (pass, merit distinction) and 10-15 minutes of their officiating performance.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for Technical Certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Assistant Sports Coach pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners may undertake work-experience as an official for junior sports.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could participate and be assessed as part of an NGB skills development programme.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	An official or professional/semi-professional performer(s) could deliver a guest lecture.
4. Industry practitioners operating as ‘expert witnesses’ that contribute to the assessment of a learner’s work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Officials or professional/semi-professional performers may act as expert witnesses to learners’ assessments.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more  
**[ocr.org.uk/sport](http://ocr.org.uk/sport)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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