



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

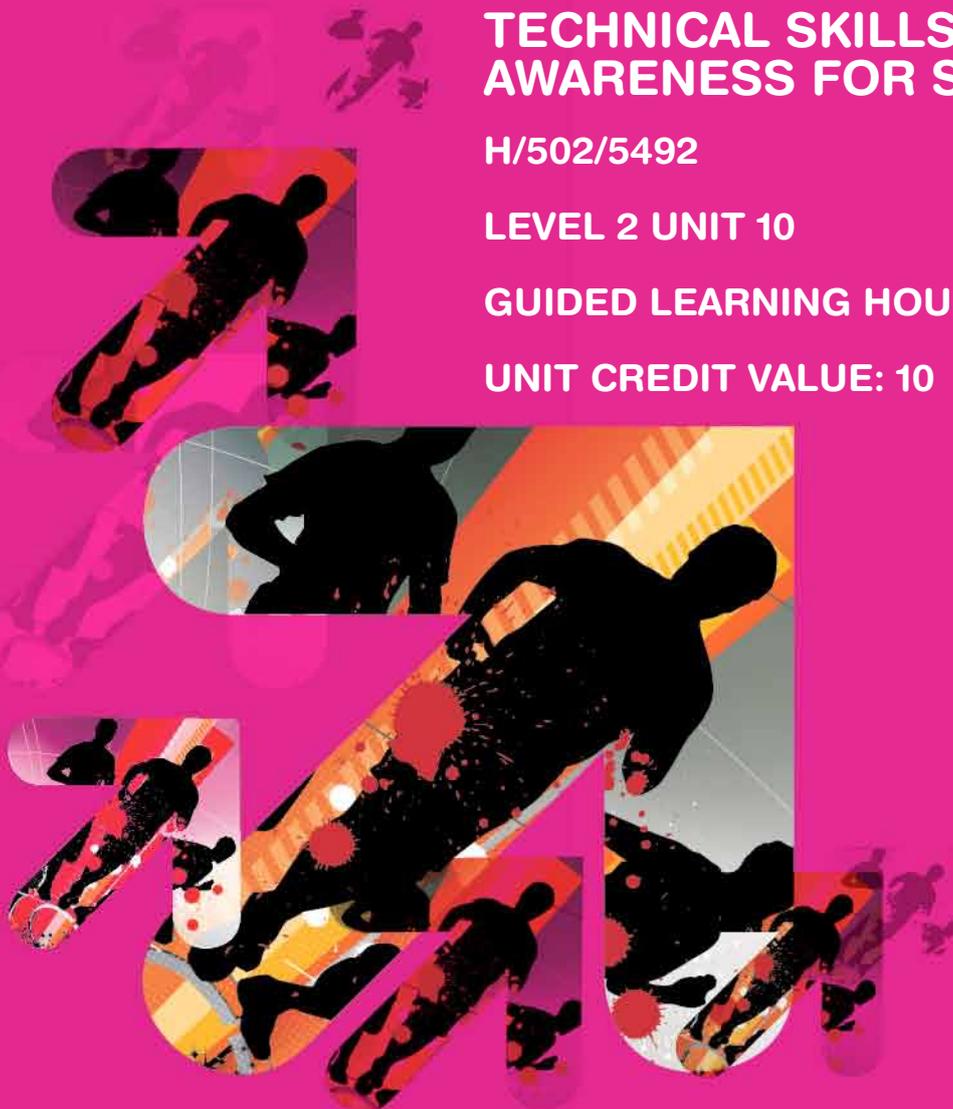
TECHNICAL SKILLS AND TACTICAL AWARENESS FOR SPORT

H/502/5492

LEVEL 2 UNIT 10

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



TECHNICAL SKILLS AND TACTICAL AWARENESS FOR SPORT

H/502/5492

LEVEL 2

AIM OF THE UNIT

The difference between good and great sports performers is their understanding and application of technical and tactical skills. The aim of the unit is to help learners to have a better understanding of technical skills and tactical awareness required in sport and to relate to these requirements to develop and improve their own technical skills and tactical awareness and become a better performer.

PURPOSE OF THE UNIT

All sports involve a certain number of technical skills. Some are basic e.g. running, jumping and throwing and some are more complex e.g. tennis serve, golf swing and diving. Tactics also play an important role in sport and things such as systems of play, opposition strengths and weaknesses and own strengths and weaknesses need to be considered if a positive outcome is sought. Combining an awareness of both technical and tactical skills is likely to improve performance even more.

This understanding then needs to be related to individual learners. The development of their technical and tactical skills will come from completion of a planned programme which focuses on development of their technical and tactical skills. The development plan should be reviewed on a regular basis as this is often used by coaches to help selection processes.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	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 Know the technical and tactical demands of a selected sport	P1 describe the technical and tactical demands of a chosen sport		
2 Understand the technical skills and tactical awareness in a selected sport	P2 assess the technical skills and tactical awareness of an elite performer, identifying strengths and areas for improvement	M1 assess technical skills and tactical awareness in a sporting situation	D1 evaluate the role of a sports coach or manager in developing technical and tactical awareness
	P3 assess own technical skills and tactical awareness in a chosen sport, identifying strengths and areas for improvement	M2 describe how to develop own technical skills and tactical awareness in a chosen sport	D2 evaluate methods used to develop own technical skills and tactical awareness in a chosen sport
3 Be able to plan and undertake a six-week programme to develop own technical skills and tactical awareness	P4 produce a six-week training programme, with tutor support, to develop own technical skills and tactical awareness	M3 adapt an ongoing training programme to ensure goals are met	
4 Be able to review own technical and tactical development and set goals for further development	P5 carry out a six-week training programme to develop own technical skills and tactical awareness		
	P6 review own development, identifying goals for further technical and tactical development, with tutor support		

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 Know the technical and tactical demands of a selected sport

Technical demands: i.e. skills - basic (e.g. jumping, running, throwing); complex (e.g. tennis serve, golf swing).

Tactical demands: (e.g. own strengths and weaknesses; defending and attacking (e.g. positioning, choice and use of correct/appropriate strokes); variation; use of space; opposition strengths and weaknesses; external factors such as weather; playing surface; conditions).

LO2 Understand the technical skills and tactical awareness in a selected sport

Performance analysis: (e.g. observation; video analysis; notational analysis, scouting reports).

Analysis model: i.e. observe; analyse; evaluate; plan; perform.

Strengths and areas for improvement: (e.g. performance profiling; technical skills and tactical awareness; consideration of opposition; adaptability).

Elite performance: (e.g. professional athletes; county and national representatives; national record holders; world record holders; national champions; Olympians).

Methods of assessment: i.e. analysis and observation (e.g. self, peers, coaches, trainers, scouting reports, interviews, presentation of skills and abilities, SWOT analysis); performance profiling.

LO3 Be able to plan and undertake a six-week programme to develop own technical skills and tactical awareness

Aims and objectives: i.e. technical (e.g. serving into the relevant box in tennis), tactical (e.g. marking attackers during set plays).

Targets: i.e. SMART (specific, measurable, achievable, realistic, time-bound).

Training: i.e. planned; structured (e.g. warm up and warm down/ cool down, other activities included).

Technical development: i.e. specific practices to work on specific technical weaknesses.

Tactical development: (e.g. through participating against different levels of participants in a variety of practices).

LO4 Be able to review own technical and tactical development and set goals for further development

Review: (e.g. performance against targets agreed with a coach; factors affecting technical (e.g. personal level of ability) and tactical development (e.g. adaptability, reaction to change) and recommendations for future plans and activities with appropriate and realistic timescales).

Goals: (e.g. long-term and short-term; negotiated between player and coach/tutor; SMART targets).

DELIVERY GUIDANCE

This unit is designed to develop an individual's understanding of technical skills and tactical awareness in sport and also their own technical and tactical development. It could be delivered alongside National Governing Body coaching awards at Level 1 or 2 (depending on the skill level of learners). The unit aims to give learners more knowledge about the skills and tactics required to compete in a specific sport.

Tutor input is necessary to cover the general basics of technical skills and tactical awareness in sport. However, specialists from selected sports may be invited to provide an input on the importance of technical skills and tactical awareness in their sport and to give an overview of a variety of individual and team sports.

When assessing technical skills and tactical awareness in sport, tutors should undertake player and team analysis with learners, to ensure that learners are aware of the requirements of this method of analysis and variations which may occur. Learners could undertake video analysis so that competitive play can be watched over and over again if required. Learners should be guided towards using notational analysis to ensure that evidence is collated. After video analysis, learners could complete live analysis of their peers during sports performance. Practice is fundamental to ensuring learner understanding and the ability to complete different forms of analysis. Learners will also need to complete a self-analysis of their own performance in their chosen sport, identifying strengths and weaknesses and agreeing a way forward.

Analysis of elite performance can either be carried out by direct observation or through alternative means, for example video of a live event.

A variety of other assessment methods for analysing the performance of a sports performer in action should be introduced and, where appropriate, Centres should discuss and give learners the opportunity to see each assessment method in action.

After completing player analysis learners should be able to identify strengths and areas for improvement of themselves and performers. If areas for improvement are not easily recognised then the analysis should be scrutinised closely by learners to help them identify specific areas of technical and tactical weakness in performance. These areas of development will be used as the focus of the training programme that learners produce.

Construction and completion of the training programme should be monitored by the tutor. However, each learner could also be allocated a mentor (this might be a team coach or trainer if learners participate out of college) who will assist in the construction of the programme, if required, and observe the completion of the training programme. Learners should set specific targets for the training programme that are based around the technical and tactical development of their performance. The training programme should last a duration of six-weeks and documented evidence should be recorded by learners in the form of a log or diary that comments on developments or problems that may have occurred.

After completing the training programme learners will be expected to review their performance and set long-term goals for their technical and tactical development based on their abilities and environment. Tutors should devise ways of monitoring development and setting targets for future development. Learners should be supervised, if required, to set targets and recommend appropriate activities that could help meet these targets.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Cambridge Assessment assignments to meet local needs and resources.

Criteria	Assignment title	Scenario	Assessment
P1	Technical and tactical demands of sport	The learner is asked to study a video recording of a major sporting event e.g. World Cup Final noting where technique and tactics are used.	Written assignment which reports on where technical skills and tactical awareness contribute to the event.
P2/M1/D1	Understand technical and tactical demands of sport	Using either the same video or a similar one where elite performers are involved learners could be asked to note how technique and tactics are used. If facilities allow, the event could be stopped at appropriate times to generate discussion.	Group discussion, during and after the event, where learners show their understanding of how technique and tactics contribute to the event. Assessors could verify understanding by completing a Witness Statement.
P3/M2/D2	Assess own technical skills and tactical awareness	Learners could perform in their chosen sport and assess their technique and tactical awareness using evidence generated from the previous 2 tasks as a starting point. If appropriate, a coach review could also be used to provide guidance on where to improve.	Written report based on individual assessment and/or comments from coach or assessor.
P4/P5	Training programme	Using the knowledge acquired learners could produce and follow a training programme aimed at developing personal technical skills and tactical awareness.	Written programme and assessor observation to agree training programme suitably matches aims and objectives of the development plan.
P6/M3/D3	Technical and tactical development review	Learners, in conjunction with coaches and/or assessor could review their programme at regular intervals to assess whether progress is being made and what future developments could be added.	One to one discussion with coach or assessor to ascertain how successful the programme has been and whether goals agreed are realistic.

RESOURCES

Soccer Strategies (Defensive and Attacking tactics) – Jones and Tranter (Amazon books 2012) ISBN 7861987439365

4-4-2 versus 4-3-3- Tossani (First Stone Publishing 2012) ISBN 9780736067543

Getting Started in Track and Field Athletics: Advice and Ideas for Children, Parents and Teachers – Barber G (Trafford Publishing, 2005) ISBN 9781412065573

Coaching Basketball: Technical and Tactical Skills – Mgee K (Human Kinetics Europe, 2007) ISBN 9780736047050

Canon of Judo: Classic Teachings on Principles and Techniques – Mifune K (Kodansha International Ltd, 2004) ISBN 9784770029799

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

Coaching for Long-term Athlete Development – Stafford I et al (Sports Coach UK, 2005) ISBN 9781987439236

Journals

4-4-2

Academy Soccer Coach

WEBSITES

The British Olympic Association www.olympics.org.uk

Amateur Swimming Association www.britishswimming.org.uk

Badminton Association of England www.badmintonengland.co.uk

British Cycling www.britishcycling.org.uk

British Gymnastics www.british-gymnastics.org

Coachwise www.coachwise.co.uk

The Lawn Tennis Association www.lta.org.uk

Prozone www.pzfootball.co.uk

www.safesport.co.uk

www.sportscoachuk.org

www.sportscoachuk.org/coaches/resource-bank

www.1st4sport.com

www.coachwise.ltd.uk

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 1: Practical Sports

Unit 11: Planning and Leading Sports Activities



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.

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