



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

## PRACTICAL INDIVIDUAL SPORTS

D/502/5636

LEVEL 3 UNIT 11

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# PRACTICAL INDIVIDUAL SPORTS

D/502/5636

LEVEL 3

## AIM OF THE UNIT

Unless you perform at a high level, when participating in individual sports it is usually down to you to teach yourself skills, techniques and strategies that are needed for the sport. It is also your responsibility to assess your performance, identify your own strengths and weaknesses and come up with ideas of how to make improvements. Once you can do this you can then help others in their development.

By completing this unit, learners will develop their skills, techniques and use of tactics/strategies in selected individual sports, as well as their understanding of the rules and regulations to aid their development. They will be able to use a number of methods to analyse their own performance as well as that of others and make suggestions for improvements.

## PURPOSE OF THE UNIT

This unit will help the learner to know what is required in order to become a successful sports performer in an individual sport. 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

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> 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 skills, techniques and tactics required in selected individual sports	P1 describe skills, techniques and tactics required in two different individual sports	M1 identify skills, techniques and tactics when they are used during practical sporting activities	D1 give examples of when skills, techniques and tactics have been used efficiently and inefficiently
2 Know the rules and regulations of selected individual sports	P2 describe the rules and regulations of two different individual sports, and apply them to three different situations for each sport		
3 Be able to assess own performance in selected individual sports	P3 demonstrate appropriate skills, techniques and tactics in two different individual sports	M2 demonstrate improved use of skills, techniques and tactics in individual sports	D2 critically compare own performance to that of the opposition in individual sports
	P4 carry out a self-analysis using two different methods of assessment identifying strengths and areas for improvement in two different individual sports		
4 Be able to assess the performance of other individuals in selected individual sports	P5 carry out a performance analysis using two different methods of assessment, identifying strengths and areas for improvement in the development of an individual in an individual sport	M3 an individual's performance in individual sport	

## 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 skills, techniques and tactics required in selected individual sports**

*Individual sports:* (e.g. archery, badminton, cross country running, cycling, golf, gymnastics, ice skating, judo, martial arts, mountain biking, squash, skiing, swimming, table tennis, tennis, trampolining, wheelchair archery).

*Skills and techniques:* i.e. know the skills required when performing in the selected sports, types of skills (e.g. simple, complex, open skill, closed skill) techniques (e.g. badminton: grip, serve, footwork, drop shot, overhead clear, smash, forehand, backhand).

*Tactics:* i.e. know the tactics required when performing in the selected sports (e.g. tactics need to be relevant to the selected sport: appropriate use of tactics, strategies, attacking, defence, movement, shot selection, positioning).

### **LO2 Know the rules and regulations of selected individual 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. ATP/WTA and LTA) values which can be promoted through sport (e.g. sportsmanship, gamesmanship).

*Regulations:* i.e. relating to health and safety of all participants in selected sports (e.g. when using the trampoline do not wear any jewellery, correct number of officials, checking of playing surface and equipment, CRB check when working with children, insurance, use of illegal equipment).

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

### **LO3 Be able to assess own performance in selected individual sports**

*Assess:* i.e. ability to demonstrate appropriate skills, techniques and tactics in selected sports (e.g. accurate performance of skills and techniques, appropriate use of tactics/strategies, decision making during performance).

*Self-analysis:* i.e. identifying strengths and areas for improvement in selected sports.

*Assessment methods:* i.e. analysis of performance, observations, performance profiling, analysis of performance data, use of technology, testing, interviews.

*Development:* i.e. training courses, training programme, local opportunities (e.g. joining a local club, after school clubs) any barriers to development (e.g. lack of available local facilities).

### **LO4 Be able to assess the performance of other individuals in selected individual sports**

*Assess:* i.e. ability to observe appropriate skills, techniques and tactics in selected sports (e.g. accurate performance of skills and techniques, appropriate use of tactics/strategies, decision making during performance).

*Self-analysis:* i.e. identifying strengths and areas for improvement in selected sports.

*Assessment methods:* i.e. analysis of performance, observations, performance profiling, analysis of performance data, use of technology, testing, interviews.

*Development:* i.e. training courses, training programme, local opportunities (e.g. joining a local club, after school clubs) any barriers to development (e.g. lack of available local facilities).

## DELIVERY GUIDANCE

**LO1** For this unit learners are assessed in selected individual sports. It would be beneficial for learners to be given the opportunity to participate in a range of solo sporting activities so that they can select preferred activities as well as learning a host of new skills, techniques and tactics/strategies. Tutors could introduce learners to sports that are new (e.g. trampolining, table tennis) rather than the more popular sport (e.g. badminton). 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. During each performance learners should be able to display a variety of skills, techniques and tactics/strategies which are used in sporting activities.

Types of skills

- 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 forehand in badminton)
- Closed skill (e.g. performed in a stable environment such as a service in squash)

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

**LO2** Learners need to know the rules and regulations of selected sports. The learners should use the sports chosen in LO1. These sports should be followed through for LO2 and LO3. 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. Tutors could use videos to illustrate rules, regulations and scoring systems of the selected sports.

**LO3** Learners need to be able to assess their own performance in selected individual sports. 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 shot making, length of rallies, movement, ability to read the situation, footwork, scoring)

Strategies to improve performance could include the following: altering context of performance (e.g. playing against better players can improve performance), different training methods (e.g. breaking down techniques into parts), use of tools to aid evaluation (e.g. match analysis, video analysis, etc)

Learners can review their own performance in a sporting activity by asking themselves the following questions:

- What are the key skills in the activity?
- Which key skills are strengths?
- Which key skills are weaknesses?
- Where/how can the skills be developed?

**LO4** Learners need to be able to assess the performance of other individuals in selected individual sports. Where possible it would be beneficial for learners to assess sports that they either participate in themselves or have detailed knowledge of as this will make the task easier and more relevant.

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 shot making, length of rallies, movement, ability to read the situation, footwork, scoring)

Strategies to improve performance could include the following: altering context of performance (e.g. playing against better players can improve performance), different training methods (e.g. breaking down techniques into parts), use of tools to aid evaluation (e.g. match analysis, video analysis, etc)

Learners can review the performance of others in a sporting activity by asking themselves the following questions:

- What are the key skills in the activity?
- Which key skills are strengths?
- Which key skills are weaknesses?
- Where/how can the skills be developed?

## GUIDANCE ON ASSESSING THE SUGGESTED TASKS

**LO1** Learners must know the skills, techniques and tactics required in selected individual sports. This can be evidenced in the form of a DVD recording, which shows the range of skills, tactics and techniques required for the two individual sports. Evidence could also come from a DVD recording demonstrating the learner fulfilling the roles of a participant in the chosen sporting activities accompanied by a tutor witness statement.

**LO2** Learners must describe the rules and regulations of two different individual sports, and apply them to three different situations for each sport. Understanding of rules and regulations could be assessed through observation and recording of practical application rather than knowledge where learners undertake a variety of roles e.g. referee, umpire, line judge, timekeeper in practical sessions delivered. Tutors might use case studies preferably practical case studies for the three different situations. This could be evidenced in the form of a handbook and a witness statement

**LO3** Learners must be able to assess own performance in selected individual sports. This could be evidenced in the form of a checklist and accompanying report. Learners could break a performance down into individual components (e.g. footwork, striking a ball, accuracy of shots, positioning etc) and consider methods for practicing and making improvements to these areas before combining them practically to improve performance as a whole. Learners may wish to consider NGB awards to guide their practice and performance and also to provide evidence for any improvements made.

**LO4** Learners must be able to assess the performance of other individuals in selected individual sports. This could be evidenced in the same way as LO3, in the form of a checklist and accompanying report. Learners could break a performance down into individual components (e.g. footwork, striking a ball, accuracy of shots, positioning etc) and consider methods for practicing and making improvements to these areas before combining them practically to improve performance as a whole.

## 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](http://www.britishcycling.org.uk)

*Badminton Association of England* – [www.badmintonengland.co.uk](http://www.badmintonengland.co.uk)

*Coachwise* – [www.1st4sport.co.uk](http://www.1st4sport.co.uk)

*British Gymnastics* – [www.british-gymnastics.org.uk](http://www.british-gymnastics.org.uk)

*The Football Association* – [www.thefa.com](http://www.thefa.com)

*The British Olympic Association* – [www.olympics.org.uk](http://www.olympics.org.uk)

*Amateur Swimming Association* – [www.britishswimming.org](http://www.britishswimming.org)

*British Volleyball Association* – [www.britishperformancevolleyball.org](http://www.britishperformancevolleyball.org)

*UK Sport* – [www.uk sport.gov.uk](http://www.uk sport.gov.uk)

*Sports Leaders UK* – [www.sportsleaders.org](http://www.sportsleaders.org)

*English Basketball Association* – [www.englandbasketball.co.uk](http://www.englandbasketball.co.uk)

*The Lawn Tennis Association* – [www.lta.org.uk](http://www.lta.org.uk)

*The Rugby Football Union* – [www.rfu.com](http://www.rfu.com)

*Sports Officials UK* – [www.sportsofficialsuk.com](http://www.sportsofficialsuk.com)

*UK Athletics* – [www.ukathletics.net](http://www.ukathletics.net)

## MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

**Unit 2:** Sports Coaching

**Unit 7:** Practical Team Sports

**Unit 13:** Leadership in Sport

**Unit 16:** Analysis of Sports Performance

**Unit 20:** Technical and Tactical Skills in Sport

**Unit 22:** Assessing Risk in 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.

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