

Cambridge TECHNICALS LEVEL 3

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# ***SPORT AND PHYSICAL ACTIVITY***

Unit 5

Performance analysis in sport and exercise

Model assignment

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# Contents

<b>Guidance for tutors on using this assignment</b> .....	3
General.....	3
Before using this assignment to carry out assessment.....	3
When completing the assignment.....	4
Resources to complete the tasks.....	4
Health and Safety and the use of resources .....	4
Time.....	4
Format of evidence .....	4
Group work .....	5
After completing the assignment .....	5
Reworking the assignment .....	5
Modifying the model assignment .....	6
<b>General information for learners</b> .....	7
<b>Assignment for learners</b> .....	9
Scenario .....	9
The tasks .....	10
Task 1: The importance of performance profiling for grass roots sports clubs.....	10
Task 2: Demonstrate performance profiling for a chosen sport .....	11
Task 3: Methods used to analyse performance .....	12
Task 4: Analysing the performance of athletes.....	<b>Error! Bookmark not defined.</b>
<b>Evidence Checklist</b> .....	13

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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# Guidance for tutors on using this assignment

## General

OCR Cambridge Technical model assignments are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how a sports performance analysis advisor or coach would utilise their skills and knowledge to carry out performance profiling and analysis and deliver feedback to the performers in a manner that is suitable for them. With the world of technology constantly updating, the sports performance analysis advisor or coach has a range of new technology available instantly through tablets and mobile phones, many may use apps including; Adidas Micoach, Prozone or Dartfish software to assist them profiling individuals and teams. Learners should be encouraged to use new technology when analysing performers, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are not required to follow that format unless we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

## Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

## When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

## Resources to complete the tasks

There are resource requirements for this assignment. Every Learner will need access to the following resources:

For tasks 2, 3 and 4, learners will need access to; an individual participant, and a team of participants; the individual and team will need to be involved in a range of competitive sporting situations, being able to use a range of appropriate feedback methods for a range of sporting situations.

Also for tasks 2, 3 and 4, it would be beneficial for learners to have access to tools used for performance analysis, such as mobile/tablet applications, video recording equipment or computer software, to ensure both live and post analysis can be achieved.

Throughout the unit, learners will be expected to display results of performance profiling and performance analysis in a variety of methods, e.g. spider diagram, pie chart, bar graph, table, etc.

## Health and Safety and the use of resources

The scenario suggests that learners will be analysing performance across a range of sports; therefore sports and activity sessions led by the learners must be supervised by a responsible adult.

## Time

You should plan for learners to have 20 – 30 hours to complete this assignment. Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take. Learners can produce evidence in several sessions.

## Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets all of the pass criteria. Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

## Information to support the scenario/tasks

For elite sports performers, even the smallest margins in time and/or distance can mean the difference between winning and losing, success and failure.

Even for performers who are not competing at the top level, the desire to improve and 'be the best that I can be' means that analysing performance and getting constructive feedback is an important part of participating in sport and exercise. With the world of technology constantly updating, the sports performance analysis advisor or coach has a range of new technology available instantly through tablets and mobile phones, many may use apps including; Adidas Micoach, Prozone or Dartfish software to assist them profiling individuals and teams. Learners should be encouraged to use new technology when analysing performers, to enable you to assess your learner against the requirements specified in the grading criteria.

## Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

## After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

## Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

## Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

**If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.**

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

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# General information for learners

**Q** *What do I need to do to pass this assignment?*

**A** You need to produce evidence to meet the requirements of all the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

**Q** *What do I need to do if I want to get a merit or distinction for this assignment?*

**A** For a merit, you need to produce evidence to meet the requirements of all the pass criteria for the unit this assignment relates to and you need to produce evidence to meet all the merit criteria.

For a distinction, in addition to the above, you also need to meet all the distinction criteria for this unit.

**Q** *What help will I get?*

**A** Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

**Q** *What if I don't understand something?*

**A** It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

**Q** *I've been told I must not plagiarise. What does this mean?*

**A** Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

**Q** *What is referencing and where can I find out more information about it?*

**A** Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that you know or understand it. Make sure it's clear in your work how you are using the material you have referenced to inform your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word 'must', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word 'could', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

# Assignment for learners

## Unit 5: Performance analysis in sport and exercise

### Scenario

#### Performance analysis for grass roots sport, in association with the English Institute of Sport.

The English Institute of Sport provides elite athletes with sport science and medical support to improve performance. They are experts in performance analysis, using a range of methods to assess the physical, mental and tactical aspects of performance.

Through a combination of science, medicine, technology and engineering, their staff are able to improve the performance of athletes. Up until now they have only focused on developing elite athletes; however, they have approached you to work with them in developing an education programme appropriate for sports coaches at all levels.

The aim in developing this new programme for sports coaches is to implement this at grass roots level to ensure that all coaches are trained to not only spot problems in performance but also fix them, helping athletes improve performance earlier in their development.

There are a variety of performance analysis techniques used by coaches and performance advisors. The technique used depends largely on whether the session takes place in training or competition, and the resources available. Throughout this unit, you will offer advice on suitable approaches and techniques that grass roots coaches might be trained to use, to ensure that athletes at all levels have the opportunity to improve within their chosen sports.

#### Introduction to the tasks;

In these tasks you will be asked to demonstrate your knowledge of different forms of performance analysis methods, including; immediately following the performance i.e. side of the pitch, on the court, end of the pool, or in a more controlled environment, such as the laboratory. You will need to show an understanding of performance analysis techniques for both individuals and teams in addition to understanding technology that can assist coaches when reviewing an athlete's performance.

Evidence for these tasks can include:

- Video recordings
- Voice recordings
- Presentations
- Observation records
- Written reports
- Presentations and notes
- Witness statements
- Results analysis forms and graphs
- Feedback to individual and team performers

# The tasks

## **Task 1: The importance of performance profiling for grass roots sports clubs**

(This task should take between 3 and 4 hours.)

Learning Outcome 1: *Understand performance profiling, is assessed in this task.*

Prepare a presentation aimed at grass roots sport coaches, in which you will explain the performance profiling process and its purpose for a chosen sport. You should explain and evaluate different methods of performance profiling for the chosen sport, explaining how they differ from each other, their benefits and drawbacks, and how they could be used at grass roots level. You should also explain why and how the performance profiling process may need to be adapted for different situations, giving examples to support your points.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
*P1: Explain the performance profiling process and its purpose	M1: Explain reasons why and how the performance profiling process may be adapted	
P2: Evaluate the different methods of recording performance profiling results		
<b>Evidence</b>		
<p>A mock presentation could be staged with appropriate questions for you to demonstrate your knowledge of performance profiling, and you will be given the opportunity to deliver your presentation.</p> <p>This can be evidenced by a recording of the presentation accompanied by your preparatory notes and a copy of the presentation and presentation notes. A witness statement could also be used as supporting evidence.</p>		

## **Task 2: Demonstrate performance profiling for a chosen sport**

(This task should take between 5 and 7 hours.)

Learning Outcome 2: *Be able to carry out performance profiling, is assessed in this task.*

Following the success of your initial presentation, you have been asked to conduct a workshop for coaches to outline performance profiling techniques for a chosen sport. You have been invited to demonstrate this using yourself and another selected individual as the subjects.

Through this presentation you will show other coaches how to rate and record participant's levels, and create a specific action plan, with SMART targets to show how coaches can assist athletes to improve on their areas of weakness.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
*P3: Undertake a personal performance profiling exercise for a selected sport	M2: Justify the rating of a participant's level and the method of recording performance profiling results	D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review
*P4: Undertake a performance profiling exercise for another participant in a selected sport		
*P5: Record performance profiling results in a suitable format		
<b>Evidence</b>		
Evidence could be achieved through a live workshop with a witness statement, or through a written plan or a presentation.		

### Task 3: Analysing the performance of athletes

(This task should take between 15 and 20 hours.)

Learning Outcome 3: Be able to analyse performance, and;

Learning Outcome 4: Be able to give feedback on sports performance; are assessed in this task.

You have been commissioned by the Sports Academy Director of a Sixth Form College to train the academy staff how to analyse the performance of their athlete's across a range of sports, in a bid to improve their future performances.

You have been given access to performers during both training and competition, and permission to use a local University's Sport Science testing facilities. You will be required to use appropriate performance analysis methods for the athletes, record your findings, and provide feedback to each of the participants. You have been asked to analyse the following sports and situations:

- Netball/basketball academy training session in the sports hall for a given team position, or a cricket net Session for the bowler or batter;
- The performance of the football, rugby or hockey team within a full-sided fixture;
- How performance methods can be used within individual sports i.e. a badminton serve drill, or a track-and-field athlete taking part in a competition.

You will provide the academy coaches with reference material to support training in the future, describing the techniques used within the practical sessions, so that all staff can implement these methods in future years across a range of sports and situations. The material will explain the reasons to why you demonstrated and used each analysis technique, how and when you gave feedback, and how on reflection future improvements or different methods can be used to make continued athlete improvement.

Pass	Merit	Distinction
*P6: Select and use appropriate method(s) of analysing performance for a variety of given sports and situations	M3: Compare and contrast methods of analysing performance in relation to a variety of given sports and situations justifying choices	D2: Analyse whether other methods may have been more suitable for the identified situations on reflection, based on outcomes
*P7: Select and use appropriate feedback method(s) for the identified situations	M4: Justify choice of methods for analysing performance and feedback for the identified situations	
<b>Evidence</b>		
<p>You should select and use a method of performance analysis for at least one sport from each of the given situations. You should select the most appropriate method of feedback and provide feedback to the participants of each of the given situations.</p> <p>The reference material could be provided through a presentation, recorded discussions and witness statements or a report.</p>		

# Evidence Checklist

## OCR Level 3 Cambridge Technicals in Sport and Physical Activity

### Unit 5: Performance analysis in sport and exercise

LEARNER NAME:

<b>For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
*P1: Explain the performance profiling process and its purpose	
P2: Evaluate the different methods of recording performance profiling results	
*P3: Undertake a personal performance profiling exercise for a selected sport	
*P4: Undertake a performance profiling exercise for another participant in a selected sport *Synoptic assessment - Unit 2 Sports coaching and leadership	
P5: Record performance profiling results in a suitable format	
*P6: Select and use appropriate method(s) of analysing performance for a variety of given sports and situations	
*P7: Select and use appropriate feedback method(s) for the identified situations	

<b>For Merit have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
M1: Explain reasons why and how the performance profiling process may be adapted	
M2: Justify the rating of a participant's level and the method of recording performance profiling results	
M3: Compare and contrast methods of analysing performance in relation to a variety of given sports and situations justifying choices	
M4: Justify choice of methods for analysing performance and feedback for the identified situations	

<b>For Distinction have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review	
D2: Analyse whether other methods may have been more suitable for the identified situations on reflection, based on outcomes	

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