

Cambridge TECHNICALS LEVEL 3

# SPORT AND PHYSICAL ACTIVITY

Cambridge  
TECHNICALS  
2016

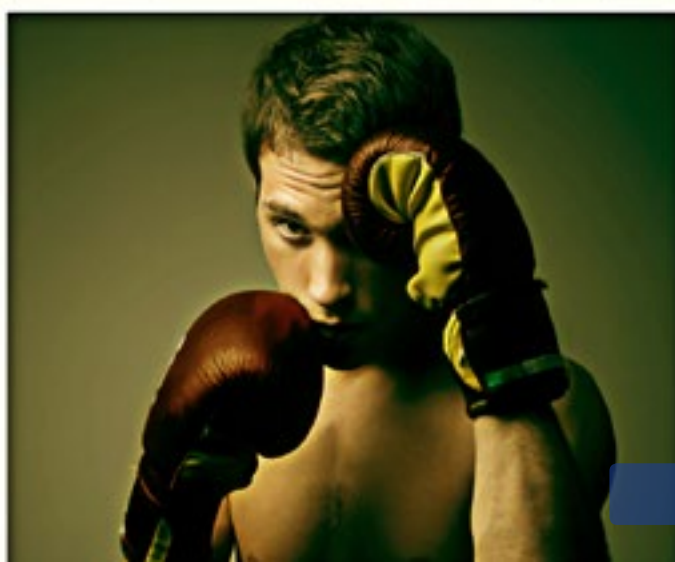
Unit 18

Practical skills in sport and physical activities

Model Assignment

A/507/4469

Version 2 July 2019



# Contents

Guidance for tutors on using this assignment.....	3
General .....	3
Before using this assignment to carry out assessment .....	3
When completing the assignment.....	4
Resources to complete the tasks.....	5
Time .....	6
Format of evidence.....	6
Group work.....	7
After completing the assignment .....	7
Reworking the assignment .....	7
Modifying the model assignment .....	7
General information for learners.....	9
Assignment for learners .....	11
Scenario .....	11
The tasks.....	12
Task 1: Practical demonstration of an individual sport; including skills, techniques, tactics and strategies.....	12
Task 2: Practical demonstration of a team sport; including skills, techniques, tactics and strategies.....	13
Task 3: Practical demonstration of Outdoor and Adventurous Activities skills and knowledge..	14
Task 4: Officiating in Sport .....	15
Evidence Checklist.....	16

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.

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

# 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 Sports performers, outdoor and adventurous activity participants and officials would perform practical skills and analyse their own performance. The assignment should 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

Please ensure learners take part in activities from the approved list:

<https://www.ocr.org.uk/Images/546493-approved-activity-list-for-cambridge-nationals-and-cambridge-technical.pdf>

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.**

Throughout this unit learners will need access to; facilities, equipment, and other participants, in order to participate in; individual sports, team sports, outdoor and adventurous activities, and to officiate in at least one sport.

### Resource or time requirements

For the successful delivery of LO1, LO2, LO3 learners must be given appropriate time to demonstrate appropriate skills techniques and where appropriate tactics for each activity.

LO1 - Learners will need to have access to appropriate sporting facilities and equipment, to allow them to take part in specific individual sport(s). Sport sessions should allow learners to replicate full competitive situations, to demonstrate and apply skills, techniques and tactics. For example, learners participating in golf could demonstrate a variety of shots so that they have the opportunity to demonstrate techniques and tactics to win points and holes in a competitive game.

LO2 - Learners need to take part in team sports, this should be a different sport to that of LO1, but this could include doubles play within net games. As with LO1 learners will need to have access to appropriate sporting facilities to allow them to take part in specific team sport(s). Sport sessions should allow learners to replicate a full competitive situation, to demonstrate and apply skills, techniques and tactics; For example, within Rugby Union learners could take part in a full sided 15 vs 15 game played over two halves or if numbers are lower then a 7's tournament could be used.

LO3 - Learners will need to have access to outdoor and adventurous activities, including the use of appropriate safety equipment, this will be dependent upon available opportunities open to the centre. Whichever way a centre decides to assess and deliver this LO, learners must have the opportunity to demonstrate appropriate techniques, along with safety and emergency protocols to fully participate within the activity. For example, rock climbing learners must have the opportunity to belay, tie a rethreaded figure of eight knot, in addition to demonstrating a range of hand and foot holds. Whilst activities like rock climbing may be introduced to students on indoor walls the full outdoor activity must be used here. You may not complete the LO based on indoor versions of the activity.

LO4 - Learners need to be able demonstrate officiating skills within a full competitive situation for their chosen sport; centres may wish to link this to sports used within LO1, or LO2. Learners must show an accurate demonstration of the roles and responsibilities of the selected official, along with the correct application of rules and regulations, good communication and positioning.

### Controls that must be put in place for the assessment, e.g. on group work

This unit lends itself to whole class and group participation through team sports, outdoor and adventurous activities. When generating evidence for assessment each individual learner's contribution within the team's performance must be assessed.

### Format for the evidence

To generate evidence of learners performing practical activities (performing and officiating) there must be recorded evidence, this could take the form of audio/visual recordings, digitally formatted documents or photographs and witness statements; these statements must be used as supporting evidence to substantiate or corroborate what has actually been observed. For more guidance on generation and collection of evidence, please refer to section 8 'Internal Assessment', in the qualification handbook.

For the other grading criteria centres can use a range of assessment methods to produce evidence for each grading criteria. 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.

## Scenario

As a sports performer, outdoor or adventurous activity participant making the transition into coaching or leading, you must be passionate about a particular sport or activity, a passion that is usually borne out of past personal experiences. To become an effective coach or leader you will need to be able to demonstrate skills accurately or offer detailed explanations of tactics and strategies to help develop athletes and participants in the future.

To improve your sporting, outdoor and adventurous activity knowledge you have enrolled in a range of sporting and activity workshops to improve your knowledge and effective demonstration of sporting and activity techniques, skills and tactics.

## Resources to complete the tasks

Centres must ensure that there is adequate access to sporting, outdoor and adventurous facilities and equipment. There must also be sufficient participant numbers to complete both conditioned drills and skills, along with full competitive situations and games. This is to help performers and participants understand and effectively demonstrate skills, techniques and officiating.

Below are some examples of resource requirements for this unit, which can be adapted for different activities, more information can be acquired from specific National Governing Bodies of Sport.

- For Task 1 - individual sports Learners must have access to suitable facilities, equipment and competitors to replicate a full competitive situation.

For example track and field athletics (Discus)

- Suitable clothing and footwear for participation
- Designated throwing area
- Tape Measure
- Distance Markers
- 4-6 competitors to replicate heats and finals for example to replicate country championships
- Opportunities for officiating skills to be developed, (e.g. five judges)
- For Task 2 - team sports- Learners must have access to suitable facilities, equipment and competitors to replicate a full competitive situation.

For example doubles tennis

- Suitable clothing and footwear for participation
- At least 1 tennis court
- Tennis racquets
- Minimum of 4 competitors
- Opportunities to create rounds and finals e.g. as per the Davies Cup to enhance tactical selection.
- Opportunities for officiating skills to be developed, (e.g. line umpire, chair umpire).
- For Task 3 - Outdoor and adventurous activities Learners must have access to suitable facilities and equipment to participate in outdoor and adventurous activities. Where possible learners need to be encouraged to take on leadership roles (under supervision), as well as working as part of a team where appropriate. Centres may wish to link this to their Duke of Edinburgh provision to enable learners to gain additional qualifications.

For example - Duke of Edinburgh assessed Silver expedition (walking).

<http://www.dofeshopping.org/expedition-kit>

[http://www.dofeshopping.org/sites/default/files/Expedition\\_Kit\\_List\\_1.pdf](http://www.dofeshopping.org/sites/default/files/Expedition_Kit_List_1.pdf)

Generic resource requirements for Outdoor and adventurous activities

- Qualified supervisory staff
- Access to challenging environments
- Personal safety equipment (e.g. helmets, safety harness, walking boots, buoyancy aid)
- Additional safety equipment (e.g. safety boat, ropes)
- Sufficient numbers of participants to allow teamwork and leadership opportunities
  
- For Task 4 - Officiating, learners must have access to suitable facilities, equipment and competitors to replicate a full competitive situation in which they can officiate; this could link to the tasks within LO1 and LO2 or could be undertaken as a discrete activity.

E.g. officiating a basketball game

- Suitable clothing and footwear for officiating
- Whistle
- Scoreboard
- A score table for the officials
- Official score book
- Table indicators (foul numbers, possession arrow)
- Timekeeping equipment
- Two referees.

## Health and Safety and the use of resources

Health and Safety is of paramount importance and must be an inherent consideration for each practical activity. Although learners are asked to perform the role of an official in different activities, centres must ensure that they are responsible for the overarching safety of all learners participating.

Due to the vast scope of activities that can be offered, centres should follow guidelines from the appropriate National Governing Bodies of sport, local authority and outdoor adventurous activity provider.

## Time

You should plan for learners to have 16-24 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.**

To generate evidence of learners performing practical activities (participating and officiating) there must be recorded evidence and witness statements used as supporting evidence to substantiate or corroborate what has actually been observed. To do this centres may wish to use a usb, dvd or other form of film capture, but this must be accessible for both internal and external moderation.

For the remaining grading criteria centres can use a range of assessment methods to produce evidence to satisfy the requirements of each one. For more guidance on the generation and collection of evidence, please refer to section 8 'Internal Assessment', in the qualification handbook.

## 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.



# 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 OCR Guide to Referencing](http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing) available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

**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 18: Practical skills in sport and physical activities

### Scenario

Developing and promoting your practical sporting skills.

As a sports performer and outdoor and adventurous activity participant, you are making the transition into coaching or leading a particular sport or activity you are passionate about. Your passion comes from past personal experiences, but to become an effective coach or leader you will need to be able to demonstrate skills and techniques accurately. In addition, you will need to provide detailed explanations of tactics and strategies to help others to develop their skills.

You have been taking part in various workshops to improve your knowledge and effective demonstration of techniques, skills and tactics in a range of sporting, outdoor and adventurous activities.

Utilising your improved knowledge, skills and techniques you now want to produce some promotional material which showcases how you are able to demonstrate the skills, techniques and tactics required to perform effectively in team sports, individual sports, outdoor and adventurous activities and officiating. You are going to use the promotional material to market yourself as either a sports performer i.e. for a scholarship to prestigious University, or as a demonstration that you have the attributes to coach, lead and demonstrate a range of sports, outdoor and adventurous activities at a high level.

# The tasks

**Task 1:** Practical demonstration of an individual sport; including skills, techniques, tactics and strategies.

(This task should take between 4 and 6 hours)

Learning Outcome 1: *Be able to apply skills, techniques and tactics in an individual sport is assessed in this task.*

Create promotional material that can be used to show your ability to demonstrate the successful use of skills techniques and tactics within a selected individual sport.

This evidence must include full competitive situations, but can also include drills to show individual techniques and skills.

Pass	Merit	Distinction
P1: Demonstrate effective selection and execution of skills and techniques in an individual sport	M1: Demonstrate understanding of the sport and awareness of opponent(s') and performance situation through decision-making and adaptability during performance	D1: Demonstrate creativity and flair during performance
P2: Demonstrate effective selection of tactics and strategies during performance		
P3: Manage and maintain own performance appropriately		
<b>Evidence</b>		
<p>Evidence (including M1 and D1) can be produced from different situations but must take place in appropriate practical situations for the activity, including some full, competitive situations.</p> <p>There must be recorded evidence and a personalised witness statement must be used as supporting evidence to substantiate and corroborate what has actually been observed.</p> <p>Learners must use different sports for LO1 and LO2 (e.g. learners cannot be assessed in singles tennis in LO1 and doubles tennis in LO2).</p> <p>Evidence could be produced via filming a performer throughout a sports competition or tournament.</p>		

**Task 2:** Practical demonstration of a team sport; including skills, techniques, tactics and strategies.

(This task should take between 4 and 6 hours)

Learning Outcome 2: *Be able to apply skills, techniques and tactics in a team sport is assessed in this task.*

Create promotional material that can be used to show your ability to demonstrate the successful use of skills techniques, and tactics within a selected team sport.

This evidence must include full competitive situations, but can also include drills to show individual techniques and skills.

Pass	Merit	Distinction
P4: Demonstrate effective selection and execution of skills and techniques in a team sport	M2: Demonstrate understanding of the sport and awareness of opponent(s)' teammates and performance situation through decision making and adaptability during performance	D2: Demonstrate creativity and flair during performance, appropriate to the needs of the team
P5: Demonstrate effective performance and communication of tactics and strategies		
P6: Fulfil own role within a team performance effectively		
<b>Evidence</b>		
<p>Evidence (including M2 and D1) can be produced from different situations but must take place in appropriate practical situations for the activity, including some full, competitive situations.</p> <p>There must be recorded evidence and a personalised witness statement must be used as supporting evidence to substantiate and corroborate what has actually been observed.</p> <p>Learners must use different sports for LO1 and LO2 (e.g. learners cannot be assessed in singles tennis in LO1 and doubles tennis in LO2).</p> <p>Evidence could be produced via following a team throughout a sports competition or tournament.</p>		

### **Task 3:** Practical demonstration of Outdoor and Adventurous Activities skills and knowledge.

(This task should take between 4 and 6 hours)

Learning Outcome 3: *Be able to apply skills and knowledge in outdoor and adventurous activities.*

Create promotional material that can be used to show your ability to demonstrate skills and knowledge within a chosen outdoor and adventurous activity.

This evidence must include; your health and safety awareness, your individual skills and techniques demonstrated.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
P7: Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity		
<b>Evidence</b>		
The assessment must take place during a single outdoor and adventurous activity. There must be recorded evidence and a personalised witness statement must be used as supporting evidence to substantiate or corroborate what has actually been observed.		

## Task 4: Officiating in Sport

(This task should take between 4 and 6 hours)

Learning Outcome 4: *Be able to officiate in sport and physical activity.*

Create a training resource supported with footage and/or images that can be used by future officials for a chosen sport.

The training video will be split into three parts:

- i) a verbal description of the roles and responsibilities of the officials within the sport (P8);
- ii) a demonstration by you effectively officiating a sport (P9, M3, M4);
- iii) a review justifying why decisions were made and certain officiating positions selected (D3).

The training manual must contain:

- i) a written description of the roles and responsibilities of the officials within the sport (P8);
- ii) photographic and written evidence confirming a demonstration by you effectively officiating a sport (P9, M3, M4);
- iii) a written review justifying why decisions were made and certain officiating positions selected (D3).

This evidence must include the officiating of full competitive situations within a chosen sport, but can also include officiating of practices, drills and conditioned situations (e.g. small-sided games, attack vs. defence).

Pass	Merit	Distinction
P8: Describe the roles and responsibilities of officials in sport and physical activity	M3: Communicate clearly and effectively with participants while officiating a competitive game or performance situation	D3: Justify decisions made as an official and how positioning supported the accurate and appropriate application of rules and regulations
P9: Officiate a competitive game or performance situation effectively, applying the rules and regulations accurately	M4: Demonstrate consistency and confidence in decision-making	
<b>Evidence</b>		
<p>The assessment (including M3 and M4) must take place during a single, competitive game or full performance situation.</p> <p>Learners can be assessed in any sport or physical activity in any official role.</p> <p>For D3, learners must justify the decisions made during the game or performance situation they were assessed in for P9.</p> <p>There must be recorded evidence and a witness statement must be used as supporting evidence to substantiate or corroborate what has actually been observed.</p>		

# Evidence Checklist

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

### Unit 18: Practical skills in sport and physical activity

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: Demonstrated effective selection and execution of skills and techniques in an individual sport	
P2: Demonstrated effective selection of tactics and strategies during performance	
P3: Managed and maintained own performance appropriately	
P4: Demonstrated effective selection and execution of skills and techniques in a team sport	
P5: Demonstrated effective performance and communication of tactics and strategies	
P6: Fulfilled own role within a team performance effectively	
P7: Demonstrated effective use of skills and knowledge to safely participate in an outdoor or adventurous activity	
P8: Described the roles and responsibilities of officials in sport and physical activity	
P9: Officiated a competitive game or performance situation effectively, applying the rules and regulations accurately	

<b>For Merit have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
M1: Demonstrated understanding of the sport and awareness of own performance and that of opponent(s) and performance situation through decision-making and adaptability during performance	
M2: Demonstrated understanding of the sport and awareness of opponent(s), teammates and performance situation through decision-making and adaptability during performance	
M3: Communicated clearly and effectively with participants while officiating a competitive game or performance situation	
M4: Demonstrated consistency and confidence in decision-making	



<b>For Distinction have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
D1: Demonstrated creativity and flair during performance	
D2: Demonstrated creativity and flair during performance, appropriate to the needs of the team	
D3: Justified decisions made as an official and how positioning supported the accurate and appropriate application of rules and regulations	

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)**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA. Registered company number 3484466. OCR is an exempt charity.