

Cambridge TECHNICALS LEVEL 3

# ***SPORT AND PHYSICAL ACTIVITY***

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Unit 20

Sport and exercise sociology

Model assignment

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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 Sport coaches, and professional sports persons would respond to society and media to ensure that appropriate behaviours and relationships are created, 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.**

There are no specific resources required for the delivery of this unit, although some learners may benefit from being taught the following mandatory units; unit 1- Body Systems in Sport, Unit 3- Sports organisation and development, and Unit 11 Physical activity for specific groups, to draw upon specific examples to back up the theoretical elements of this unit.

You'll need to give them a copy of the scenario and the four tasks.

## Time

You should plan for learners to have 10–20 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.
- It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

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

## 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.

# 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 20: Sport and exercise sociology

### Scenario

## SS athlete management and PR

SS athlete management and PR assist professional sports people by acting as their agent or management team. They deal with all aspects of the athlete's 'off the field' sporting career; from negotiating contracts, sponsorship deals, media PR, and supporting them after their professional sporting career has finished.

You have just been appointed by SS athlete management and PR to help their clients' (professional sports people) maintain a positive image during, and after, their professional sporting career.

### Introduction to the tasks.

In these tasks you will be asked to demonstrate your knowledge of sociological theories and how they apply to sport. You will be required to demonstrate your knowledge of how the media can influence society and sport. You will need to demonstrate your knowledge of the two way process of how issues in society can affect sport and also how sport can affect society.

Evidence for these tasks can include:

- Video recordings
- Presentations
- Observation records
- Written reports
- Witness statement
- Leaflets



# The tasks

## **Task 1: Deliver a presentation to the board of directors**

(This task should take between 2 and 3 hours.)

Learning Outcome 1: *Be able to apply sociological theories to sport*, is assessed in this task.

Your task:

The directors have asked you to create a presentation that you could deliver to clients, in order to improve their public relations by increasing their awareness of sociological theories.

This presentation should describe and apply to sport recognised sociological theories, as well as creating a mini case study to analyse one theory in more detail, justifying the strengths and weaknesses of its ideology to the board.

Resources can be found to support this task; <http://www.ocr.org.uk/Images/335190-unit-20-delivery-guide.pdf>

| <b>Pass</b>  | <b>Merit</b>  | <b>Distinction</b> |
|--|---|--------------------|
| P1: Describe recognised sociological theories  | M1: Analyse a sociological theory applied to sport and justify the strengths and weaknesses of its ideology |                    |
| *P2: Apply sociological theories to sport, giving examples that support each theory  |   |                    |
| <b>Evidence</b>  |   |                    |
| <ul style="list-style-type: none"><li>• The evidence for this assignment could be presented in a number of ways, for example as; as a formal board paper, leaflet or a presentation with a supporting witness statement.</li><li>• Learners must describe and apply each sociological theory outlined in the teaching content.</li></ul> |   |                    |

## ***Task 2: Advise professional sports people how media types can influence sport and society***

(This task should take between 2 and 3 hours.)

Learning Outcome 2: *Understand how different types of media can influence society and sport*, is assessed in this task.

Your task:

You have been asked to explain to future sporting stars how different media types can influence society and sport. Where possible you should give specific sporting examples to back up the theory.

\* Evidence for this task lays the foundations for the D1 element of task 4.

Resources can be found to support this task; <http://www.ocr.org.uk/Images/335190-unit-20-delivery-guide.pdf>

| <b>Pass</b>   | <b>Merit</b> | <b>Distinction</b> |
|---|--------------|--------------------|
| * P3: Explain how different media types influence society and sport   |              |                    |
| <b>Evidence</b>   |              |                    |
| <ul style="list-style-type: none"><li>• The evidence for this assignment could be presented in a number of ways, for example as; leaflet, a video, vlog, or a social media blog (please refer to the guidance on supporting evidence for presentations etc).</li><li>• Learners should cover each of the types of media identified in the Teaching Content in their explanation and use specific sporting examples.</li></ul> |              |                    |

### **Task 3: Meet with a sports client**

(This task should take between 4 and 6 hours.)

Learning Outcome 3: *Understand issues in society that affect sport*, is assessed in this task.

Your task:

Your sporting client has been given a new 'Sporting ambassador' role for their NGB, in which they have been asked to identify societal issues in sport with a brief to help alleviate/address these issues with regard to their NGB's sport, using a range of strategies.

You have been asked to act as a consultant/mentor to the sporting client to help them go about this challenge.

They have asked that you meet them to discuss in more detail issues from society that may affect both sport in general, and specifically their sport. They would like some ideas of strategies that they could use to reduce/overcome the issues. You have agreed to help them with this and are currently gathering specific examples from their sport to use to help them.

Resources can be found to support this task; <http://www.ocr.org.uk/Images/335190-unit-20-delivery-guide.pdf>

| <b>Pass</b>   | <b>Merit</b>   | <b>Distinction</b> |
|---|--|--------------------|
| *P4: Describe issues from society that influence sport  | M2: Explain how a sociological issue has affected a specific sport |                    |
| *P5: Evaluate strategies that are being used to combat sociological issues in sport   |  |                    |
| <b>Evidence</b>   |  |                    |
| <ul style="list-style-type: none"><li>• Evidence for this assignment could be presented in a number of ways, for example as:</li><li>• 1-1 meeting or web-based meeting with supporting video evidence and witness statement or a presentation, through the social media eg Skype.</li><li>• Learners must use specific sporting and sociological examples to support their points, the video/Skype meeting needs to incorporate sociological issues including, gender, deviance, socio-economic, racial/ cultural, political and legal. This then needs to develop with the inclusion of strategies to overcome these issues.</li><li>• A supporting witness testimony will help further substantiate the whole process.</li></ul> |  |                    |

## Task 4: Presentation to the DCMS

(This task should take between 3 and 6 hours.)

Learning Outcome 4: *Know how sport and exercise can impact on society*, is assessed in this task.

Your task:

Representing SS athlete management and PR as a consultant, you are assisting the organisers of a major international tournament, (you can select this as a learner) to describe the positive impact sport and exercise.

You have been invited as part of the planning team to present your findings to the DCMS by describing the positive impact that sport and exercise can have on society; you are required to use examples to support your points.

\* *Building upon your work within task 2*, you are also required to analyse how the media can create a positive or negative relationship between sport and society, so that the tournament planning team can ensure that any media coverage helps create positive future development of the sport/ competition.

Resources can be found to support this task; <http://www.ocr.org.uk/Images/335190-unit-20-delivery-guide.pdf>

| Pass   | Merit | Distinction  |
|--|-------|--|
| *P6: Describe positive and negative impacts that sport and exercise can have on society  |       | D1: Analyse the relationship between sport and society and how this is influenced by the media |
| <b>Evidence</b>  |       |  |
| <ul style="list-style-type: none"> <li>• Evidence for this assignment could be presented in a number of ways, for example as;               <ul style="list-style-type: none"> <li>- formal paper</li> <li>- as a presentation (which could include some supporting embedded video) including a range of positive and negative impacts of sport and exercise on society, with a supporting witness statement.</li> </ul> </li> <li>• Learners must use specific sporting and sociological examples to support their points.</li> </ul> |       |  |

# Evidence Checklist

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

### Unit 20, Sport and exercise sociology

LEARNER NAME:

| <b>For PASS have you:<br/>(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: Described recognised sociological theories   |  |
| *P2: Applied sociological theories to sport, giving examples that support each theory                                |  |
| *P3: Explained how different media types influence society and sport   |  |
| *P4: Described issues from society that influence sport  |  |
| *P5: Evaluated strategies that are being used to combat sociological issues in sport                                 |  |
| *P6: Described positive and negative impacts that sport and exercise can have on society                             |  |

| <b>For Merit have you:</b>   | <b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b> |
|--|--|
| M1: Analysed a sociological theory applied to sport and justify the strengths and weaknesses of its ideology |  |
| M2: Explained how a sociological issue has affected a specific sport   |  |

| <b>For Distinction have you:</b>  | <b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b> |
|---|--|
| D1: Analysed the relationship between sport and society and how this is influenced by the media |  |

To find out more

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