

Cambridge TECHNICALS LEVEL 2

Cambridge
TECHNICALS
2016

SPORT AND PHYSICAL ACTIVITY

Unit 7

Practical Sport

Model assignment

F/615/2390

Version 2 July 2019

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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.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how sports performers and officials would perform practical skills and officiate within both team and individual sports, 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

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, and to officiate in one sport.

For the successful delivery of LO1 and LO2 learners must be given appropriate time to demonstrate appropriate techniques and tactics in both an individual and team sport.

LO1 - Learners will need to have access to appropriate sporting facilities and equipment, to allow them to take part in a specific individual sport. Sport sessions should involve a) a series of drills that vary from closed to open situations that highlight the techniques and tactics required by the sport and b) a conditioned competitive version of the full game/activity.

LO2 - Learners need to take part in a team sport, this should be a different sport to that of LO1. As with LO1 learners will need to have access to appropriate sporting facilities to allow them to take part in a specific team sport. Sport sessions should involve a) a series of drills that vary from closed to open situations that highlight the techniques and tactics required by the sport and b) a conditioned competitive version of the full game/activity.

LO3 - Learners need to be able demonstrate officiating skills within a conditioned 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.

This unit lends itself to whole class and group participation through team sports, however, 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.

Resources to complete the tasks

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

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

For Task 2 - Officiating, learners must have access to suitable facilities, equipment and competitors to enable a conditioned 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 High 5 netball game

- Suitable clothing and footwear for officiating
- Whistle
- Scoreboard/notepad
- Timekeeping equipment

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.

Time

You should plan for learners to have 2–4 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 (filmed) 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 more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't 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'll 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 Extended Certificate 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* 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 7: Practical Sports

Scenario

UK Sport Junior Academies

UK Sport have gained some extra funding from the National Lottery and are planning on setting up some junior sports academies that will run through the summer holidays, with the aim of developing young talent in children of junior school age. They have head coaches in place and are now looking to recruit some assistant coaches to help them deliver the activities.

They are looking to recruit a number of assistant coaches across a wide range of both individual and team sports. They require assistant coaches to have a good knowledge and understanding of their sports, both in terms of performing techniques and tactics but also in officiating. You have sent for an application as this would be great experience for your CV.

Task 1: Performing your sports

(This task should take between 1 and 2 hours.)

Learning Outcome 1: Be able to apply techniques and tactics in an individual sport; and

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

In order for the head coaches to judge your level of ability and understanding in your sports, they want to see you performing in both of your chosen individual and team sports.

Your task is to record footage of you completing different drills, showing a variety of techniques and tactics in a wide range of open and closed practices that are relevant to your individual and team sports.

The summer academies are for primary school children therefore most sports will be adapted to ensure they are safe and suitable for the level of the children. Therefore, the coaches would also like you to show your ability within a conditioned competitive version of the full game/activity, again for both your team and individual sports.

Pass	Merit	Distinction
P1: Demonstrate effective selection and application of techniques and tactics in a wide range of open and closed practices. (Individual sport)	M1: Demonstrate effective performance in an adapted competitive situation.	D1: Demonstrate understanding of the sport and awareness of own performance whilst participating in a sport.
P2: Demonstrate effective selection and application of techniques and tactics in a wide range of open and closed practices. (Team sport)	M2: Demonstrate effective performance and team work in an adapted competitive situation.	
Evidence		
Video footage (at least 30 minutes of each sport – individual and team) and witness statements to support observations.		
D1 could be supported with some written commentary to help to demonstrate own understanding and awareness of own performance.		

Task 2: Officiating in sport

(This task should take between 1 and 2 hours.)

Learning Outcome 1: Be able to officiate in sport or physical activities, is assessed in this task.

During the summer academies, assistant coaches will be required to officiate in the different activities being provided for the children. A lot of the activities carried out will be adapted and games/tournaments will be small sided, for example, short tennis or 5-a-side football.

Therefore, your task for the final part of the application is to record footage of you officiating in a competitive game that has been modified to reduce the number of participants involved.

They are looking for you to undertake different official's roles, showing effective communication and positioning as well as applying the rules consistently and fairly.

Pass	Merit	Distinction
P3: Apply knowledge of rules, roles and responsibilities of an official in a conditioned competitive environment.		
Evidence		
Video footage (at least 10-15 minutes) and witness statement.		

Evidence Checklist

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LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Demonstrated effective selection and application of techniques and tactics in a wide range of open and closed practices for your individual sport?	
P2: Demonstrated effective selection and application of techniques and tactics in a wide range of open and closed practices for your team sport?	
P3: Applied knowledge of rules, roles and responsibilities of an official in a conditioned competitive environment?	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Demonstrated effective performance in an adapted competitive situation?	
M2: Demonstrated effective performance and team work in an adapted competitive situation.	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Demonstrated understanding of the sport and awareness of own performance whilst participating in a sport?	

To find out more

ocr.org.uk/sport

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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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