

Cambridge TECHNICALS LEVEL 3

# SPORT AND PHYSICAL ACTIVITY

Cambridge  
TECHNICALS  
2016

## Unit 18

### Practical skills in sport and physical activities

A/507/4469

Guided learning hours: 60

Version 7 - revised July 2023

\*changes indicated by black line

## LEVEL 3

### UNIT 18: Practical skills in sport and physical activities

**A/507/4469**

**Guided learning hours: 60**

#### **Essential resources required for this unit:**

- Learners will need access and facilities in order to participate in individual sports, team sports, outdoor and adventurous activities and to officiate in sport.
- Approved list of sports – see Assessment Guidance section of this document.

**This unit is internally assessed and externally moderated by OCR.**

#### **UNIT AIM**

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Most people who work in sport and physical activity do so because they are passionate about their particular sport or activity, a passion that is usually borne out of participating themselves. An effective coach or leader is able to demonstrate skills accurately or offer detailed explanations of tactics and strategies because they have experienced them themselves through their own participation. Knowing the technical and tactical demands of a sport will also help to inform if it is appropriate for other individuals to participate in.

This unit gives you the opportunity to participate in a number of different sports and outdoor and adventurous activities which allows you to experience first-hand situations that participants you may later be coaching or leading will come across. In this unit you will learn how to apply skills, tactics, techniques and knowledge in individual sports, team sports and outdoor and adventurous activities which will allow you to participate effectively, safely and enjoyably.



## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to apply skills, techniques and tactics in an individual sport	1.1 Individual sports (e.g. tennis, golf, boxing, sculling) 1.2 Appropriate selection and execution of skills and techniques (e.g. suitable to ability, based on opponents) 1.3 Creativity and flair (e.g. a shot through the legs in tennis) 1.4 Use of tactics and strategies (e.g. attack, defence, counter-attack, based on opposition) 1.5 Decision-making (e.g. club selection in golf) 1.6 Ability to manage/maintain own performance (e.g. conserving energy in early rounds of boxing) 1.7 Adaptability during performance (e.g. changing tactics to maintain a lead in cycling)
2. Be able to apply skills, techniques and tactics in a team sport	2.1 Team sports (e.g. doubles tennis, football, wheelchair basketball) 2.2 Appropriate selection of skills and techniques (e.g. suitable to ability, based on opposing team) 2.3 Creativity and flair (e.g. overhead bicycle kick in football) 2.4 Use of tactics and strategies (e.g. attack, defence, counter-attack, based on opposition) 2.5 Decision making (e.g. pass selection in wheelchair basketball) 2.6 Awareness of own role within and contribution to the team (e.g. who covers which area of the court in doubles tennis) 2.7 Adaptability during performance (e.g. changing fielding positions for left or right-handed batters in cricket)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
3. Be able to apply skills and knowledge in outdoor and adventurous activities	<p>3.1 Outdoor and adventurous activities (e.g. orienteering, potholing, canoeing, snowboarding, rock-climbing)</p> <p>3.2 Skills and knowledge required for participation, i.e.</p> <ul style="list-style-type: none"> <li>• health and safety appropriate for activity (e.g. warm clothing for snowboarding)</li> <li>• communication skills</li> <li>• use and care of equipment (e.g. using correct carabiners in rock climbing)</li> <li>• emergency procedures (e.g. a first aider being available during potholing)</li> <li>• team working and leadership skills (e.g. different roles in orienteering)</li> </ul>
4. Be able to officiate in sport and physical activity	<p>4.1 Roles of officials (e.g. referee, umpire, timekeeper)</p> <p>4.2 Responsibilities of officials (e.g. uphold rules and regulations, ensure participant safety, scorekeeping, completing match reports)</p> <p>4.3 Apply rules and regulations relevant to the sport or physical activity and the role, i.e.</p> <ul style="list-style-type: none"> <li>• consistently (e.g. non-biased)</li> <li>• accurately</li> <li>• with confidence (e.g. decisions made with authority)</li> <li>• showing understanding of the activity (e.g. game management, allowing play to develop where possible within rules and regulations)</li> </ul> <p>4.4 Communicate effectively (e.g. using appropriate signs, signals and terminology)</p> <p>4.5 Maintain good positioning (e.g. to ensure view is not obstructed, keep up with play)</p>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to apply skills, techniques and tactics in an individual sport	P1*: Demonstrate effective selection and execution of skills and techniques in an individual sport	M1: Demonstrate understanding of the sport and awareness of own performance and that of opponent(s) 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		
2. Be able to apply skills, techniques and tactics in a team sport	P4*: Demonstrate effective selection and execution of skills and techniques in a team sport	M2: Demonstrate understanding of the sport and awareness of performance of teammates and opponent(s), 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		
3. Be able to apply skills and knowledge in outdoor and adventurous activities	*P7: Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity		
4. Be able to officiate in sport and physical activity	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

LO	Pass	Merit	Distinction
	*P9: Officiate a competitive game or performance situation effectively, applying the rules and regulations accurately	M4: Demonstrate consistency and confidence in decision-making	

## SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

## ASSESSMENT GUIDANCE

### LO1 Be able to apply skills, techniques and tactics in an individual sport

Learners must be assessed in one of the individual sports listed in the [Cambridge Nationals and Cambridge Technicals Sports activity list](#).

The assessment (including M1 and D1) must take place during full, competitive situations. Evidence can be produced from different situations. 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). There must be filmed evidence and a witness statement must be used as supporting evidence to testify or corroborate what has actually been observed by you. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO3 Be able to use methods to improve skills, techniques and tactics in sport. Learners may also draw on learning from Unit 5, Performance analysis in sport and exercise.

### LO2 Be able to apply skills, techniques and tactics in a team sport

Learners must be assessed in one of the team sports listed in the [Cambridge Nationals and Cambridge Technicals Sports activity list](#).

The assessment (including M2 and D2) must take place during full, competitive situations. Evidence can be produced from different situations. 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). There must be filmed evidence and a witness statement must be used as supporting evidence to testify or corroborate what has actually been observed by you. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO2 Understand principles which underpin coaching and leading and LO3 Be able to use methods to improve skills, techniques and tactics in sport. Learners may also draw on learning from Unit 5, Performance analysis in sport and exercise and Unit 19, Sport and exercise psychology.

### LO3 Be able to apply skills and knowledge in outdoor and adventurous activities

Learners must be assessed in one of the outdoor and adventurous activities listed in the [Cambridge Nationals and Cambridge Technicals Sports activity list](#).

The assessment must take place during a single outdoor and adventurous activity. There must be filmed evidence and a witness statement must be used as supporting evidence to testify or corroborate what has actually been observed by you. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO2 Understand principles which underpin coaching and leading and mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO2 Understand health and safety requirements in sport, exercise, health and leisure and LO3 Understand how to minimise risk in sport, exercise, health and leisure.

Please note that whilst there is no issue with you introducing some of these activities to students through indoor facilities you must ensure that they do complete the activity in its full outdoor setting, e.g. just doing indoor climbing is not permitted.

#### **LO4 Be able to officiate in sport and physical activity**

The assessment (including M3 and M4) must take place during a single, competitive game or full performance situation. Learners must be assessed in any sport or physical activity listed in the [Cambridge Nationals and Cambridge Technicals Sports activity list](#). Learners must be assessed as the lead member of the officiating team for the sport or physical activity e.g. tennis umpire, football referee. For D3, learners must justify the decisions made during the game or performance situation they were assessed in for P9. There must be filmed evidence and a witness statement must be used as supporting evidence to testify or corroborate what has actually been observed by you. For this LO, learners will benefit from drawing on learning from mandatory Unit 3, Sports organisation and development – LO1 Understand how sport in the UK is organised.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk. Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of mandatory content. This unit is mandatory in the Sports Coaching specialist pathway in the Diploma.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could complete NGB proficiency awards in their chosen sport(s).
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Professional or semi-professional sports people could deliver guest lectures or coaching sessions to learners.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Coaches from local sports clubs could assess learners during competitive situations.



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