



Oxford Cambridge and RSA

# OCR Level 1/Level 2 Cambridge National in Sport Studies

**Qualification J829**

**Unit R185**

**Unit Recording Sheet**

Please read the instructions printed at the end of this form. A Unit Recording Sheet must be completed for each candidate and unit.

<b>Unit Title</b>	<b>Performance and leadership in sports activities</b>	<b>Unit Code</b>	<b>R185</b>	<b>Session</b>		<b>Year</b>	<b>2</b>	<b>0</b>		
<b>Centre Name</b>						<b>Centre Number</b>				
<b>Candidate Name</b>						<b>Candidate Number</b>				

NB: Task 1 requires the student to choose **two** different sporting activities, which can be Individual, Team or a combination of both. Therefore, please use **only two** out of the following four Marking Criteria grids, depending on which activities are chosen:

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 1 – Topic Area 1: Key components of performance</b>					
<b>Chosen activity:</b>					
<b>For individual activities:</b>					
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 10 marks</b>	<b>MB3: 11 - 14 marks</b>			
<p>Demonstrates <b>limited</b> application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making often shows <b>limited</b> accuracy and fluency.</p> <p>Ability to maintain performance is <b>inconsistent</b>.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>Demonstrates <b>sound</b> application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>some</b> accuracy and fluency.</p> <p>Ability to maintain performance with <b>some consistency</b>.</p> <p style="text-align: right;"><b>[5 6 7 8 9 10]</b></p>	<p>Demonstrates <b>comprehensive</b> application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on <b>most</b> occasions.</p> <p>Ability to maintain performance is <b>consistent</b> and <b>confident</b>.</p> <p style="text-align: right;"><b>[11 12 13 14]</b></p>			
			<b>/14</b>		

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<p>Demonstrates <b>limited</b> application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making often shows <b>limited</b> accuracy and fluency.</p> <p>Ability to maintain performance is <b>inconsistent</b>.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>Demonstrates <b>sound</b> application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>some</b> accuracy and fluency.</p> <p>Ability to maintain performance with <b>some consistency</b>.</p> <p style="text-align: right;"><b>[5 6 7 8 9 10]</b></p>	<p>Demonstrates <b>comprehensive</b> application of skills and techniques as an individual performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on <b>most</b> occasions.</p> <p>Ability to maintain performance is <b>consistent</b> and <b>confident</b>.</p> <p style="text-align: right;"><b>[11 12 13 14]</b></p>			
			<b>/14</b>		

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 1 – Topic Area 1: Key components of performance</b>					
<b>Chosen activity:</b>					
<b>For team activities:</b>					
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 10 marks</b>	<b>MB3: 11 - 14 marks</b>			
<p>Demonstrates <b>limited</b> application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>limited</b> accuracy and fluency.</p> <p><b>Limited</b> awareness of role within the team/ contribution and communication with the team.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>Demonstrates <b>sound</b> application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>some</b> accuracy and fluency.</p> <p><b>Some</b> awareness of role within the team/ contribution and communication with the team.</p> <p style="text-align: right;"><b>[5 6 7 8 9 10]</b></p>	<p>Demonstrates <b>comprehensive</b> application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on <b>most</b> occasions.</p> <p><b>Clear and well-developed</b> awareness of role within the team/ contribution and communication with the team.</p> <p style="text-align: right;"><b>[11 12 13 14]</b></p>			
			<b>/14</b>		

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<b>Chosen activity:</b>					
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<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 10 marks</b>	<b>MB3: 11 - 14 marks</b>			
<p>Demonstrates <b>limited</b> application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>limited</b> accuracy and fluency.</p> <p><b>Limited</b> awareness of role within the team/ contribution and communication with the team.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>Demonstrates <b>sound</b> application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>some</b> accuracy and fluency.</p> <p><b>Some</b> awareness of role within the team/ contribution and communication with the team.</p> <p style="text-align: right;"><b>[5 6 7 8 9 10]</b></p>	<p>Demonstrates <b>comprehensive</b> application of skills and techniques as a team performer in a sporting activity.</p> <p>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on <b>most</b> occasions.</p> <p><b>Clear and well-developed</b> awareness of role within the team/ contribution and communication with the team.</p> <p style="text-align: right;"><b>[11 12 13 14]</b></p>			
			<b>/14</b>		

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 2 – Topic Area 2: Applying practice methods to support improvement in a sporting activity</b>					
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 10 marks</b>	<b>MB3: 11 - 14 marks</b>			
<p>The review of their performance is <b>basic</b>.</p> <p>Outlines strengths and weaknesses, with <b>limited</b> explanation.</p> <p>The application of practice methods is <b>basic</b> and addresses in a <b>limited</b> way the weaknesses where improvement is needed.</p> <p style="text-align: right;">[1 2 3 4]</p>	<p>The review of their performance is <b>sound</b> in some aspects.</p> <p>Describes strengths and weaknesses with <b>some</b> explanation and justification.</p> <p>The application of practice methods is <b>sound</b> and <b>adequately</b> addresses the weaknesses where improvement is needed.</p> <p style="text-align: right;">[5 6 7 8 9 10]</p>	<p>The review of their performance is <b>detailed</b> in most aspects.</p> <p><b>Comprehensively</b> describes the strengths and weaknesses with in-depth analysis and justification.</p> <p>The application of practice methods is <b>considered</b> and <b>comprehensively</b> addresses the weaknesses where improvement is needed.</p> <p style="text-align: right;">[11 12 13 14]</p>			
			/14		

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 3 – Topic Area 3: Organising and planning a sports activity session</b>					
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 10 marks</b>	<b>MB3: 11 - 14 marks</b>			
<p>Creates a <b>basic</b> plan which considers a <b>limited</b> number of requirements for an effective and safe sports activity session.</p> <p>Completes a <b>basic</b> risk assessment which considers <b>few</b> of the requirements for a safe sports activity session.</p> <p style="text-align: right;">[1 2 3 4]</p>	<p>Creates a generally appropriate and <b>sound</b> plan which considers <b>some</b> of the requirements for an effective and safe sports activity session.</p> <p>Completes an appropriate and <b>adequate</b> risk assessment which considers <b>some</b> of the requirements for a safe sports activity session.</p> <p style="text-align: right;">[5 6 7 8 9 10]</p>	<p>Creates a fully appropriate and <b>comprehensive</b> plan which considers <b>most</b> of the requirements for an effective and safe sports activity session.</p> <p>Completes an appropriate and <b>comprehensive</b> risk assessment which considers <b>most</b> of the requirements for a safe sports activity session.</p> <p style="text-align: right;">[11 12 13 14]</p>			
			/14		

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 4 – Topic Area 4: Leading a sports activity session</b>					
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 10 marks</b>	<b>MB3: 11 - 14 marks</b>			
<p>Follows a plan showing <b>limited</b> flexibility with the approach. Can make adaptations but is <b>dependent</b> on assistance.</p> <p>Demonstrates a <b>limited</b> range of relevant leadership skills and knowledge during a sports activity session.</p> <p>Is <b>dependent</b> on assistance to follow safe practice and to ensure equipment is used safely.</p> <p>Communication skills are <b>limited</b> and use of motivational techniques is <b>hesitant</b>.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>Follows a plan and shows a <b>sound</b> ability to be flexible and adapts the plan on some occasions, with <b>some assistance</b>.</p> <p>Demonstrates a <b>range</b> of relevant leadership skills and knowledge during a sports activity session.</p> <p>Follows safe practice and ensures equipment is used safely <b>when assisted</b>.</p> <p>Communication skills are <b>adequate</b> and use of motivational techniques is <b>adequate</b>.</p> <p style="text-align: right;"><b>[5 6 7 8 9 10]</b></p>	<p>Follows a plan and can adapt it <b>confidently</b> and <b>independently</b>, as required.</p> <p><b>Confidently</b> demonstrates a <b>wide range</b> of well developed, relevant leadership skills and knowledge during a sports activity session.</p> <p><b>Independently</b> follows safe practice and ensures equipment is used safely.</p> <p>Communication skills are <b>effective</b> and use of motivational techniques is <b>clear</b> and <b>confident</b>.</p> <p style="text-align: right;"><b>[11 12 13 14]</b></p>			
				<b>/14</b>	

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 5 – Topic Area 5: Reviewing your own performance in planning and leading of a sports activity session</b>					
<b>MB1: 1 - 3 marks</b>	<b>MB2: 4 - 7 marks</b>	<b>MB3: 8 - 10 marks</b>			
<p>Outlines a <b>few</b> areas that went well and did not go well in the planned sports activity session.</p> <p><b>Briefly</b> outlines a <b>few</b> areas that needed to be adapted in the planned sports activity session. Makes <b>basic</b> suggestions for altering the plan going forward.</p> <p style="text-align: right;"><b>[1 2 3]</b></p>	<p>Describes <b>some</b> areas that went well and did not go well in the planned sports activity session.</p> <p>Describes <b>some</b> areas that needed to be adapted in the planned sports activity session. Shows <b>some</b> reflection and analysis when altering the plan.</p> <p style="text-align: right;"><b>[4 5 6 7]</b></p>	<p><b>Comprehensively</b> describes <b>most</b> areas that went well and did not go well in the planned sports activity session.</p> <p><b>Comprehensively</b> describes <b>all</b> areas that needed to be adapted in the planned sports activity session. Shows <b>detailed</b> analysis when altering the plan, with <b>justified</b> suggestions.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>			
<b>Total</b>			<b>/10</b>	<b>/80</b>	

Please tick to confirm this work has been standardised internally	
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Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

A Centre Authentication form (CCS160) **must** be completed for each submission to the moderator. This **must** be held in your centre to be available on request at centre inspection.

#### Guidance on Completion of this Form

- 1 One form should be used for every candidate.
- 2 Please make sure that all parts of the form are completed.
- 3 Please enter specific page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle/highlight the mark awarded for each strand of the marking criteria in the appropriate box.
- 5 Enter the circled/highlighted mark in the 'Mark' column.
- 6 Add the marks for the strands together to give a total out of 80. Enter this total in the relevant box.
- 7 For Paper-based submissions, one of these sheets, suitably completed, should be attached to the assessed work of each candidate.
- 8 For Electronic Internal submissions, prior to submitting 'candidate evidence' to OCR (via the Repository/SfA or via a USB), the Centre should add a separate folder containing the Unit Recording Sheets.