

Cambridge TECHNICALS LEVEL 3

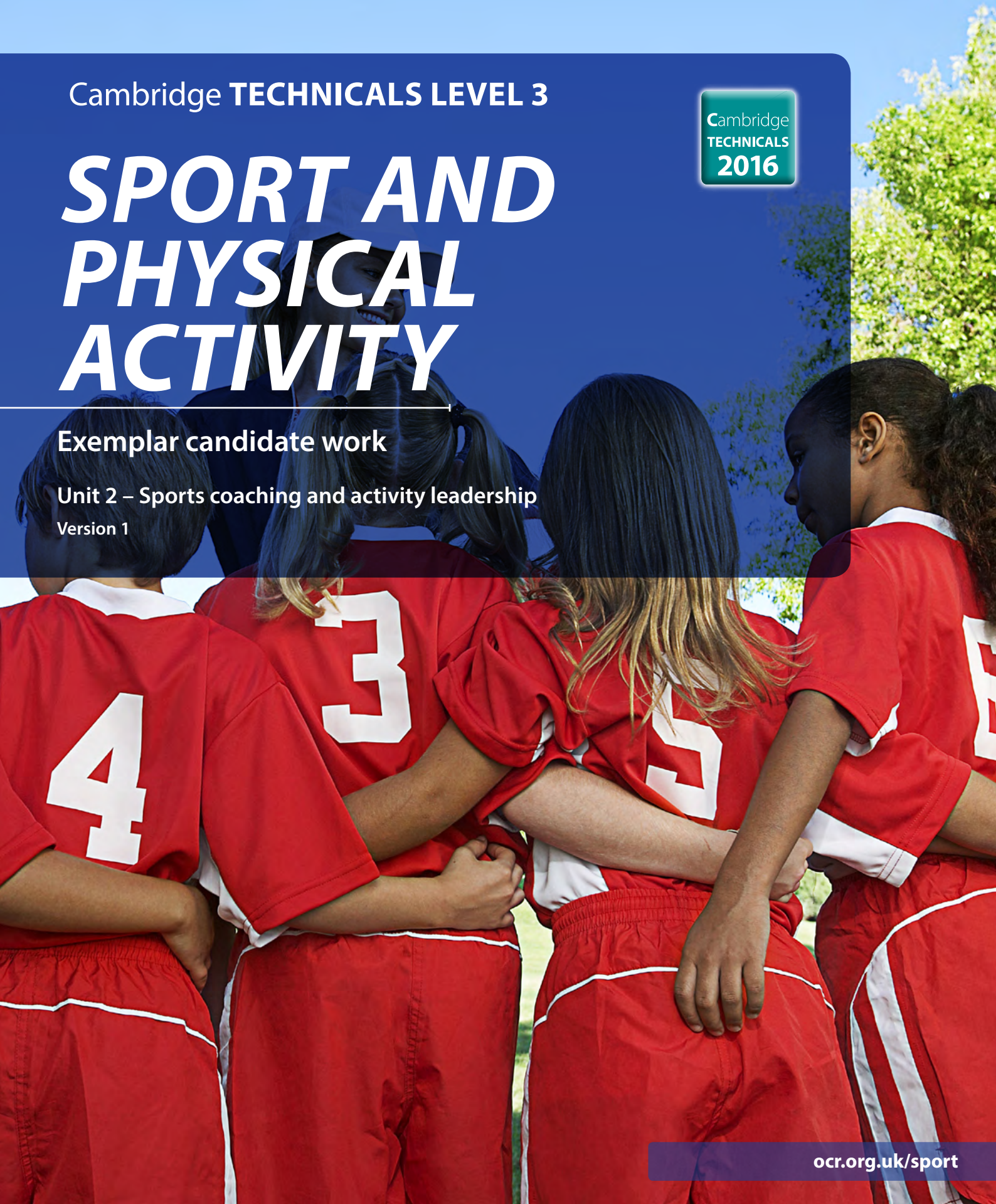
SPORT AND PHYSICAL ACTIVITY

Cambridge
TECHNICALS
2016

Exemplar candidate work

Unit 2 – Sports coaching and activity leadership

Version 1



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INTRODUCTION

This is a guide for teachers so that you can see how we mark work for Cambridge Technicals.

The guide contains exemplar candidate work for this unit and covers learning outcome 6, graded at a merit.

The accompanying commentary explains why the work was awarded that grade. Additional guidance has been added to suggest improvements that could be made in order to achieve a higher grade.

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Model Assignments

Model assignments are available for the following units from the link below.

Unit 2 – Sports coaching and leadership
Unit 5 – Performance analysis in sport and exercise
Unit 6 – Group exercise to music
Unit 7 – Improving fitness for sport and physical activity
Unit 8 – Organisation of a sports event
Unit 10 – Biomechanics and movement analysis
Unit 11 – Physical activity for specific groups
Unit 12 – Nutrition and diet for sport and exercise
Unit 13 – Health and fitness testing for sport and exercise
Unit 14 – Working in active leisure
Unit 17 – Sports injuries and rehabilitation
Unit 18 – Practical skills in sport and physical activities
Unit 19 – Sport and exercise psychology
Unit 20 – Sport and exercise sociology

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-3-certificate-extended-certificate-foundation-diploma-diploma-05826-05829-2016-suite/>

Plagiarism

Work must be free from plagiarism. Plagiarism is the submission of someone else's work as your own and/or failure to acknowledge a source correctly. Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by moderators. You must make sure you don't accept plagiarised work as evidence.

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the claim not being allowed.

Plagiarism often occurs innocently when learners don't know that they must reference or acknowledge their sources, or aren't sure how to do so. It's important to make sure your learners understand:

- the meaning of plagiarism and what penalties may be applied
- that they can refer to research, quotations or evidence produced by somebody else but they must list and reference their sources
- quoting someone else's work, even when it's properly sourced and referenced, isn't an indication of understanding.

The learner has to 'do' something with that information to show they understand. For example, if a learner has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The learner has to interpret the data and, by relating it to their assignment, say what they think it means.

LO6 (Be able to deliver sports and activity sessions)

Merit P5 / M2



Witness Statement

This form is to be used to record what has been observed.
Please read the **guidance notes** on the following page before completing this form.

Learner name:	
Qualification:	Cambridge Technicals Level 3 – Sport and Physical Activity
Unit number and title:	Unit 2: Sports Coaching and Activity Leadership
Description of activity being carried out by the learner: (please be as specific as possible)	
<p>_____ took part in a range of practical sessions where he had to try and coach various skills to other members of the group. As part of this task, he was required to identify the strengths and weaknesses of the participants' skills, pick relevant types of practice depending on the skill classification you are working to improve and the methods he would use for measuring improvement in skills, techniques and the deployment of tactics.</p>	
Assessment/grading criteria: (for which the activity provides evidence)	
P5: Demonstrate methods used to improve skills, techniques and tactics in sport	
How the activity covers the requirements of the assessment/grading criteria, including how and where the activity took place:	
<p>During the sessions, _____ was asked to teach a small group of students how to perform a chest pass in netball (a closed, discrete, gross and simple skill). During this activity, _____ decided to use a fixed practice (passing the ball between partners from about 5m) as it is a closed skill in isolation. This worked well. _____ demonstrated good knowledge of the teaching points that he has come prepared with. To measure the improvement, he used coach assessment and self-assessment. _____ found coaching his peers quite difficult throughout this.</p> <p>After this first part of the session, the group then played a game, where passing became an open skill. _____ used peer-assessment here where individuals who were not playing were asked to give feedback based on what they had seen. Because of the level of the group, the feedback was of a good standard.</p> <p>The next skill _____ was asked to introduce was a set shot in basketball (gross skill). _____ got his group to perform the skill as a whole from the free throw line. Some of the students who have played basketball previously, took to this very well and showed a good technique. Some of the weaker students, although they could perform with a reasonable technique and would have benefitted from shooting closer to the basket to achieve more success. The learned technique was still good. To</p>	

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measure progress, _____ used peer assessment and objective measures. Each group had someone assigned in a coaching role and someone who would count how many successful baskets were score.

The session on fine skill movements was based around spin bowling in cricket. _____ had a small group who he was coaching leg-spin bowling to. This was coached through a fixed practice where each person had a set of stumps to bowl at, with a group of 4 cones to try and land the ball in. A WK would then throw the ball back to the bowler to bowl again. This was a session _____ found quite difficult as he has played very little cricket. To get around this, he used one member in his group to give peer assessment as a way of providing feedback. This worked well.

The next skill _____ coached was part of an athletics session beginning with sprint starts (complex skill) where he used coach and peer assessment to improve his groups technique. This was then followed with the group trying to improve their running technique (continuous skill) where _____ would ask his group to run towards them and across their path to assess and feedback to the participant.

The last part of the athletics session was based around high jump (serial skill) where _____ was coaching the Fosbury Flop technique. The skill was broken down, starting with a stationary jump backwards onto the mat before progressing onto a run up. Each student would have feedback given to them by _____ or others within the group after each jump. _____ used a massed practice to teach this skill and would have benefitted from giving more coaching points throughout than he did.

In regards to tactics, _____ used a variable practice in football to teach a small group how to attack a zonal defence from set pieces. It consisted of a five defenders who were all assigned a zone. There were 3 different locations where the set piece would be taken from and the group had time in between each set piece to discuss how they were going to attack that would give them the best chance of success. For measuring success, _____ used objective measures such as how many times the attacking team got an attempt on target, and how many goals were scored.

Witness name:	_____	Job role:	PE Teacher
Witness signature:	_____	Date:	19/04/17
Assessor name:	_____		
Assessor signature:	_____	Date:	19/04/17

How can you tell that the group had improved?

The first reason is peer assessment, this means that the individuals will look at the group from the outside and assess the different participants, they would watch out for any correct technique, improvements on certain skills or look out for errors which can be set as targets for improvement, most commonly used by coaches who want top performers to come out and assess the rest of the groups progress. It is effective because it allows people who need to improve a certain skill watch how the top performers do it and then incorporate that into their practice, or it allows individuals to get assessed by the coach and top performers and receive feedback on what they are doing wrong and what they need to do instead, giving them a very personal set of tasks to help them accomplish the goal.

✓ M1

The second way is through self assessment, so an individual can set some targets at the beginning of the session and then at the end if they have completed all the tasks they wanted to do then they can say they have improved, it also means that if they do not complete a certain exercise then they can set a target which will help them to improve in the next session. This isn't as effective because a participant may not be able to identify all the locations for improvement which may however be spotted by peers. But it is still effective at getting individuals to improve primary techniques giving them a much easier task of getting the full skill correct.

✓ M1

Observation is another way to tell if the group has improved, for example the coach can set a certain target and then set the group off with the task, whilst the group sets off with this task the coach can stand back and monitor the group and once he sees that all participants are performing and completing the task that was set correctly then they can say they have improved. It is effective because it can show the coach what kind of level of skill he is working with,, allowing him to determine who is getting the skill correct and who is going to need more feedback and assistance to get the skill correct. However it isn't the most effective because one coach may struggle to observe every individual in a group so some may get missed out by accident.

✓ M

Coach Assessment is another form of assessing where the coach will continuously monitor the participants and see if each individual is performing the correct technique and getting the skill right. Similar to observation it is effective because it allows the coach to determine what he needs to do to help certain participants get the technique and skill right but is still not as effective because the coach has to monitor everyone in the group which may prove as a challenge.

✓ M
EVALUATED
EFFECTIVENESS

Objective measures are the final type which means that a target or goal is set out for the team and each participant has to be able to complete and perfect this target before they can move on, if the participants all reach this target then the coach can officially say that the target has been met thoroughly. This is pretty effective because it means that the coach can see who has learnt and perfected the skill and also see who is struggling to get the skill right and decide on what he can do to get them to learn the skill properly.

✓ M
EVALUATED
EFFECTIVENESS

Fixed Practice

Fixed practice can also be referred to as drills, it involves constantly repeating an entire skill, this helps to improve the programme. The most common skills type used in this practice is closed skills.

Examples for closed skills can range across every sport for example it includes kicking conversion from rugby, set shot in basketball and in netball a free pass.

For any type of athlete trying to improve any of these skills, repeating them over and over would help to improve them in the best way possible. ✓

Variable Practice

Variable practice is similar to fixed but instead of just repeating the same exercise over and over again in the same situation it requires you to switch into a different situation each time you repeat the skill, this therefore allows you to practice and improve the skill in most situations, for example football shooting practice, the coach may change certain features such as whether there are any defenders or where you kick the ball from. This type is best used for open based skills. Examples of these skills include passing/shooting or tackling in rugby. If the coach challenges the players with different situations it will prepare them and therefore improve their overall ability in a game. ✓

Massed Practice

Massed practice is another form of practice, it is a continuous form of practice and usually requires the individual to continuously repeat the same skill over and over again until fatigue takes over and the athlete becomes tired. You would use this type of practice for more simple skills.

A good example would include doing a badminton rally over and over again, drop shots may be continuously done till the athlete gets tired, since this causes fatigue it gives the athlete a simulation of what they feel like in the later stages of the game. ✓

Distributed Practice

Distributed practice is the final type of practice, in this the athlete will attempt the skill but will have it divided up so that there are intervals between each attempt, this allows time for resting and also a mental rehearsal of the skill. This type of practice might most commonly be used for difficult, dangerous or fatiguing skills and mostly with younger and less motivated athletes/individuals.

Since the skills are being performed in short bursts it can help to improve the motivation of the younger athlete, also the time between these bursts will allow them time to get their head into the situation and figure out how to do the skill properly. ✓ TYPES OF PRACTICE

Commentary

Why the work met the criteria

P5: The witness statement gives a very detailed account of what the learner did to demonstrate different types of practice relevant to different skill classifications and how the learner used self and peer assessment. It is clear the learner practically used these methods to meet this criteria with the command word of 'demonstrate'.

M2- The learner has evaluated the effectiveness of a range of methods of measuring improvement in performance, giving both advantages and disadvantages.

How the work could be improved/strengthened

P5 – There are two ways in which this work could have been improved.

1. The witness statement could be more direct, focussed and less wordy, especially in the first part to make it more obvious about what the learner actually did. Perhaps in the first part of this witness statement, under the heading of 'description of activity being carried out' the assessor could have briefly explained what the learner was going to do but then bullet pointed the methods that they used to make it clear what took place. If the learner has included photographic evidence then the list of methods used and photos would have been cross checked and given the assessor/ moderator more 'feel' for what actually happened.
2. The learner could have included some evidence of the methods of assessment they used – for example results of the peer assessment, tally charts, coach assessment notes could have been included as extra supporting evidence. Performance profiling or technology, for example, slow motion cameras, were not methods that the learner chose to use in this case but are other options that provide easy ways of including evidence of the assessment, by including the complete profile or including some screen shots of the footage.

Alternatively the learner could have been filmed showing them demonstrating the methods which would give a clearer picture/ stronger evidence of them meeting the assessment criteria.

M2 – the work could have been improved with more depth to the evaluation. This could come from more advantages and disadvantages, being a bit more creative rather than just stating one or two obvious points, or, more evaluation in relation to when the method would be most/ least effective relevant to a situation, for example, with beginners or elite, or in a team sport v an individual one.

Other resources that may be useful

- Research using the internet for advantages and disadvantages of the specific methods.
- Contacting a university to see if they could showcase some performance analysis technology
- Using slow motion cameras/ apps for learners to experience using technology for performance analysis.

Alternative formats that the work could be produced in

- Video evidence
- Results of assessment methods – video footage, tally tables, profiling
- Presentation
- Written report
- Report for a specific client – for example, the learner being interviewed for a sports coach job and the client has asked for a report about what the coach would do / how they would help them improve and measure the improvement.



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