

# Unit 8: Practical Team Sports

<b>Unit code:</b>	<b>R/502/5634</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to explore the skills, techniques, tactics and rules of team sports through practical participation.

## ● Unit introduction

This unit will develop learners' knowledge and understanding of team sports. Learners will be given the opportunity to participate in a variety of team sports as performers and officials in different roles.

The desire to participate in sports activities continues to grow. People are more aware of the lifelong benefits of a healthy lifestyle, and the legacy of the successful Olympic bid will provide more opportunities for those wanting to take part in sport.

This unit gives learners an opportunity to participate and develop their own knowledge and ability in a selection of team sports. This unit reinforces the knowledge and understanding required to study aspects of coaching and leadership, fitness and training, physiology and health and safety through active participation in team sports.

The unit focuses on developing learners' own practical sports performance in team sports, focusing on the application of skills, techniques and tactics. This will be achieved through participation in practical activities, and learners reflecting on their performances and those of other performers in team sports.

Learners will have the opportunity to practise and refine their individual skills and techniques. They will be able to investigate and experience different team tactics and formations, and review their own performance in these areas and the performance of other individuals.

The rules and regulations of team sports are also investigated, since an awareness of the rules can often lead to an improvement in performance. Throughout the unit, learners will be made aware of safe practice relating to all those participating in the sport.

Learners will participate in a variety of team sports offered as part of the centre's curriculum, as well as other sports offered in the wider community. It is expected that learners will provide the evidence for this unit by selecting two sports in which they either excel or have a particular interest.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know the skills, techniques and tactics required in selected team sports
- 2 Know the rules and regulations of selected team sports
- 3 Be able to assess own performance in selected team sports
- 4 Be able to assess the performance of teams in selected team sports.

# Unit content

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## 1 Know the skills, techniques and tactics required in selected team sports

*Team sports:* eg association football, basketball, cricket, hockey, netball, rugby union, rugby league, rounders, volleyball, lacrosse, adapted team sports, wheelchair rugby, wheelchair basketball, goalball

*Skills and techniques:* required to perform effectively, eg passing, throwing, receiving, catching, shooting, movement, turning, intercepting, tackling, footwork, marking, dodging, creating space

*Tactics:* relevant to the selected sport, eg offence/attacking, defence, setplays, team formations, movement, communication, phases of play

## 2 Know the rules and regulations of selected team sports

*Rules:* rules/laws as produced by governing body for the sport; unwritten rules and/or etiquette specific to sport, eg injured player in football

*Regulations:* eg players, officials, spectators, facilities, equipment, playing surface, scoring system, health and safety, child protection, insurance, administration

*Situations:* eg player in illegal position, player injured, ball out of play, illegal challenge

## 3 Be able to assess own performance in selected team sports

*Self-analysis:* specific to sport; application of skills; techniques and tactics; achievements; strengths; areas for improvement

*Assessment methods:* eg objective performance data, subjective observations, use of technology (Kandle, Dartfish), SWOT (strengths, weaknesses, opportunities, threats) analysis, testing, interviews, performance profiling

*Development:* aims and objectives; goals; SMART (specific, measurable, achievable, realistic, time-bound) targets; opportunities, eg training, courses, qualifications; possible barriers

## 4 Be able to assess the performance of teams in selected team sports

*Performance analysis:* specific to sport; application of skills; technique and tactics; achievements; strengths; areas for improvement

*Assessment methods:* eg objective performance data, subjective observations, use of technology (Kandle, Dartfish), SWOT (strengths, weaknesses, opportunities, threats) analysis, testing, interviews, performance profiling

*Development:* aims and objectives; goals; SMART (specific, measurable, achievable, realistic, time-bound) targets; opportunities, eg training, courses, qualifications; possible barriers

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe skills, techniques and tactics required in two different team sports	<b>M1</b> explain skills, techniques and tactics required in two different team sports	
<b>P2</b> describe the rules and regulations of two different team sports, and apply them to three different situations for each sport	<b>M2</b> explain the application of the rules and regulations, of two different team sports, in three different situations for each sport	
<b>P3</b> demonstrate appropriate skills, techniques and tactics in two different team sports		
<b>P4</b> carry out a self-analysis using two different methods of assessment identifying strengths and areas for improvement in two different team sports [RL1, RL2, RL3, RL5, CT2, IE3, IE4, EP4]	<b>M3</b> explain identified strengths and areas for improvement in two different team sports, and make suggestions relating to personal development	<b>D1</b> analyse identified strengths and areas for improvement in two different team sports, and justify suggestions made
<b>P5</b> carry out a performance analysis using two different methods of assessment, identifying strengths and areas for improvement in the development of a team in a team sport. [RL1, RL5, IE3, IE4, IE6, CT4, TW2, TW4, TW6]	<b>M4</b> explain identified strengths and areas for improvement in the development of a team in a team sport, and make suggestions relating to development of a team.	<b>D2</b> analyse identified strengths and areas for improvement in the development of a team in a team sport, and justify suggestions made.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Centres will determine the depth of coverage for each sport. However, adequate time should be given to each sport to allow for the depth and breadth of study necessary to cover the *Unit content*.

Access should be given to learners of all sporting abilities, and mixed gender activities are encouraged where appropriate. Time spent researching the rules and regulations may also make learners more competent practitioners and role models for others.

This unit gives learners the knowledge to develop and improve their own practical skills and techniques in sporting activities. They should also become more tactically astute in each of the sports in which they participate.

Tutors should introduce learners to skills and techniques through simple practices and drills which show progression through to the game and/or competitive situation. Learners should produce a logbook, diary or portfolio of their experiences in the sport, including their performance in any practices, training or trials that are completed at local, regional or national level. The logbook could be kept in the form of a written document, a blog or a video diary of their development of techniques, skills and tactics within each specific session.

Observation records, witness statements, feedback sheets and success in leadership or governing body awards could be used as evidence for appropriate assessment and grading criteria.

Learners will be asked to observe and analyse both personal performance and the performance of others in the selected sports. Centres will determine the focus of the observation.

Centres should encourage learners to use a variety of methods to collate the evidence. Objective evidence (such as statistics) should be encouraged alongside subjective assessments and opinions.

Tutors should spend some time in the classroom looking at different ways to gather evidence to accurately assess performance. Analysis of other performers should give learners the knowledge to develop and improve their own performance. The use of performance profiling is encouraged.

As much unit content as possible should be delivered in a practical situation. Coaches, trainers and officials from the community could be invited to deliver some aspects of the unit.

Practical work should be supported by theoretical information delivered both in the field and within the classroom. Learners should be encouraged to complete their portfolio/blog/diary/logbook on a regular and continuous basis.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
<b>Assignment 1: Skills, Techniques and Tactics Required in Two Team Sports (P1, M1, P3).</b> Tutor introduces the assignment brief.
Discussion of what skills and techniques are and how they can be classified in team sports.
Observation of skills and techniques applied in a variety of team sports; the emphasis of the session should be the correct demonstration of the skills and techniques.
Discussion of the correct application of tactics in a variety of team sports; the difference between attacking and defending applied to specific team sports.
Observation of sports performers applying tactics in competitive situations.
Delivery of one team sport to learners: learners should be taught the core skills and techniques of the selected team sport as well as the appropriate tactics for the specific sport. After each session learners should keep a practical log that describes the skills, techniques and tactics covered in each practical session. In each session learners should demonstrate their ability to carry out each skill, technique and tactic as appropriate for the selected sport.
Delivery of a second team sport: learners should be taught the core skills and techniques of the selected team sport as well as the appropriate tactics for the specific sport. After each session learners should keep a practical log that describes the skills, techniques and tactics covered in each practical session. In each session learners should demonstrate their ability to carry out each skill, technique and tactic as appropriate for the selected sport.
<b>Assignment 2: Rules and Regulations of Team Sports (P2, M2).</b> Tutor introduces the assignment brief.
Research the rules of two team sports: learners should be able to demonstrate the basic rules and regulations of two team sports including the unwritten rules and/or etiquette specific to each sport.
Practical assessment of learners officiating: learners to demonstrate their knowledge of the rules of two team sports by applying the rules and regulations to three different situations in each sport.
<b>Assignment 3: Self-analysis of Performance in Two Different Team Sports (P4, M3, D1).</b> Tutor introduces the assignment brief.
Methods of assessment: learners should be made aware of the various methods of assessment available to assess their own performance whilst participating in team sports.
Methods of measuring performance: learners should be made aware of how they will measure their performance of their ability in different team sports, measuring strengths and areas for improvement in specific components of each sport.
Learners to complete self-assessments of their own strengths and areas for improvement in each team sport that they have participated in. Learners should use a selected method of assessment to record their self analysis for each selected team sport.
Learners to complete a development plan for their performance in each team sport and set specific goals and targets for improvement, including possible opportunities for future development as a performer in each sport.

## Topic and suggested assignments/activities and/assessment

**Assignment 4: Performance Analysis of a Team in a Selected Team Sport (P5, M4, D2).** Tutor introduces the assignment brief.

Learners to carry out an observation of a team whilst competing. Learners should complete a selected method of assessment to track the performance of the team.

From the findings of the assessment learners should produce a development plan that identifies the team's strengths and areas for improvement. The development plan should set specific aims and objectives and SMART targets for future development, and identify possible opportunities for further development within the sport for the team.

Review of unit and assessment activities.

## Assessment

This unit will require a combination of different types of evidence, including written, video, audio evidence and observation records.

For P1 and P3, learners could complete a diary in the form of written, audio or visual evidence in each of the two team sports as required, which outlines the range of skills, techniques and tactics that they have experienced as part of the practical unit. A simple framework for each session could be followed and would be sufficient for this, and could also include a regular analysis of strengths and areas for improvement in each of the sessions. Learners need to complete their method of recording their progress on a regular basis. Tutors could assist in this process either by organising regular sessions to produce the evidence, or by leaving some time at the end of each session for this to be completed. For P3, an observation record completed by the tutor is required to confirm achievement, or learners could produce video evidence displaying each of the core skills and the application of tactics in a competitive situation. This evidence would need to be approved by the tutor (including completion of a witness statement), which could then be attached to the portfolio of evidence produced for each of the two sports for P1.

For P2, learners could complete a booklet or leaflet covering the rules and regulations of each of the two sports. Alternatively, learners could deliver a PowerPoint presentation to the tutor, using examples either from situations that they have been a part of or from situations that they have observed.

For M1, learners could extend the evidence by relating the skills, techniques and tactics to a game situation, explaining the importance of each in producing an effective performance.

For M2, learners could observe an official in action and produce a report on their performance, perhaps acting as a representative of the governing body in assessing and explaining the official's application of the rules and regulations.

For P4, learners could talk to more experienced coaches in order to obtain appropriate advice on how to improve their own performance. Guidance is given in the *Unit content* as to the range of assessment methods that the learners could use. The evidence provided within the portfolio for P1 and P2 should act as a base on which to achieve P4.

For M3 and D1, learners could produce an action plan that relates to their own development in the sport. This could be part of an application for a sports scholarship or a request for sponsorship, whereby the learner has to provide detailed information on their current level of performance as well as justifying their targets for the future.

For P5, tutors could organise a trip to observe an elite sports team in action. Alternatively, learners could carry out the observation of a school/college team. Learners could provide the team with evidence of their performance, or develop this as if completing a team analysis on the selected sports team. This could be in the form of a written report, an oral response (supported by tutor witness testimony) or possibly a more elaborate method using modern software analysis systems and presentation techniques. Learners could also be put in the position of a scout, observing and analysing the strengths and weaknesses of a team, to pass the information on to future opponents.

For M4, learners need to explain and analyse (D2) identified strengths and areas for improvement in the performance of a team. Suggestions should be made relating to the development of the team. A justification of the suggestions will need to be provided to meet criterion D2. To meet criteria M4 and D2 learners could act as consultants for the sports team. Learners could produce a report which gives a detailed account of the strengths and areas for improvement, and the methods the team could use to improve performance.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, P3	Skills, Techniques and Tactics Required in Two Team Sports	As an assistant to a sports coach, analyse the skills, techniques and tactics required in two different team sports.	Written evidence or podcast/visual evidence. Practical observation and assessment. Witness statement.
P2, M2	Rules and Regulations of Team Sports	You are to introduce novices to the rules of two different team sports. Produce promotional material.	Promotional report.
P4, M3, D1	Self-analysis of Performance in Two Different Team Sports	Analyse own practical application of techniques, skills and tactics in two team sports.	Written report. Practical observation and assessment. Observation records.
P5, M4, D2	Performance Analysis of a Team in a Selected Team Sport	Analyse the performance of a team, identifying strengths and areas for improvements.	Written report.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Technical Skills and Tactical Awareness for Sport	Practical Individual Sports	Practical Individual Sports
Practical Sport	Talent Identification and Development in Sport	Analysis of Sports Performance
	Sports Coaching	Sports Coaching
	Rules, Regulations and Officiating in Sport	
	Technical and Tactical Skills in Sport	
	Analysis of Sports Performance	

This unit links with the National Occupational Standards (NOS) for:

- Coaching, Teaching and Instructing at Level 3
- Achieving Excellence in Sports Performance at Level 3.

### Essential resources

Learners will need access to a range of sports facilities and equipment. They will also need participants to be the subject of coaching sessions.

### Employer engagement and vocational contexts

This unit focuses on the practical delivery of team sports and learners will develop the background knowledge and skills needed for effective participation in a variety of team sports. The knowledge learners obtain may support their coaching ability as they will understand skills and techniques in detail. Centres are encouraged to develop links with local coaching organisations. This could be through coaching workshops and delivery of practical sport sessions to learners.

## Indicative reading for learners

### Textbooks

Adams M et al – *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Pearson, 2010) ISBN 9781846906503

Adams M et al – *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906541

Barham P et al – *Animated Skill Drills for Netball Coaching* (Tacklesport Ltd, 2000) ISBN 9780953816637

Cushing A and Clarke T – *Animated Skill Drills for Hockey Coaching* (Tacklesport Ltd, 2001) ISBN 9780953816644

Cushing A – *Animated Skill Drills for Rugby Union Coaching* (Tacklesport Ltd, 1997) ISBN 9780953816606

Diagram Group – *Rules of the Game: The Complete Illustrated Encyclopedia of All the Sports of the World* (Saint Martin's Press Inc, 1995) ISBN 9780312119409

Jones L – *Animated Skill Drills for Cricket Coaching* (Tacklesport, 1999) ISBN 9780953816613

Knowles et al – *Animated Skill Drills for Soccer Coaching* (Tacklesport, 1999) ISBN 9780953816620

Mgee K – *Coaching Basketball: Technical and Tactical Skills* (Human Kinetics Europe, 2007) ISBN 9780736047050

Pegg D – *An Introduction to Sports Officiating* (Coachwise, 2005) Code B23822 – available from [www.lst4sport.com/lst4sportsite/productsearch/B23822.htm](http://www.lst4sport.com/lst4sportsite/productsearch/B23822.htm)

### Journals

*International Journal of Sports Science and Coaching*

*Journal of Sports Sciences*

*Physical Education Review*

### Websites

British Cycling

[www.britishcycling.org.uk](http://www.britishcycling.org.uk)

The British Olympic Association

[www.olympics.org.uk](http://www.olympics.org.uk)

British Volleyball Association

[www.britishperformancevolleyball.org](http://www.britishperformancevolleyball.org)

Coachwise

[www.lst4sport.co.uk](http://www.lst4sport.co.uk)

English Basketball Association

[www.englandbasketball.co.uk](http://www.englandbasketball.co.uk)

The Football Association

[www.thefa.com](http://www.thefa.com)

The Rugby Football Union

[www.rfu.com](http://www.rfu.com)

Sports Leaders UK

[www.sportsleaders.org](http://www.sportsleaders.org)

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	carrying out a self-analysis using two different methods of assessment identifying strengths and areas for improvement in two different team sports carrying out a performance analysis using two different methods of assessment, identifying strengths and areas for improvement in the development of a team in a team sport
<b>Creative thinkers</b>	carrying out a self-analysis using two different methods of assessment identifying strengths and areas for improvement in two different team sports carrying out a performance analysis using two different methods of assessment, identifying strengths and areas for improvement in the development of a team in a team sport
<b>Reflective learners</b>	carrying out a self-analysis using two different methods of assessment identifying strengths and areas for improvement in two different team sports carrying out a performance analysis using two different methods of assessment, identifying strengths and areas for improvement in the development of a team in a team sport
<b>Team workers</b>	carrying out a performance analysis using two different methods of assessment, identifying strengths and areas for improvement in the development of a team in a team sport
<b>Effective participators</b>	carrying out a self-analysis using two different methods of assessment identifying strengths and areas for improvement in two different team sports.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching the skills and techniques appropriate to two team sports researching the rules and regulations of two team sports
<b>Creative thinkers</b>	developing assessment criteria to assess the performance of sports performers from two team sports
<b>Reflective learners</b>	assessing their own performance after each practical sport session, analysing their effectiveness of applying each skill, technique and tactic practising the application of the rules in three different situations for two team sports
<b>Team workers</b>	practising the application of the rules in three different situations for two team sports
<b>Self-managers</b>	practising the application of the rules in three different situations for two team sports
<b>Effective participators</b>	participating and demonstrating the skills, techniques and tactics in two team sports.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	<p>researching the internet for appropriate rules and regulations of selected sports</p> <p>researching the internet for appropriate training programmes to be included in the development plan</p>
<b>ICT – Develop, present and communicate information</b>	
<p>Enter, develop and format information independently to suit its meaning and purpose including:</p> <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	<p>producing a performance checklist that analyses skills techniques and tactics for a variety of sports</p> <p>producing written assessments using ICT programmes</p>
<b>Mathematics</b>	
Select and apply a range of skills to find solutions	completing notational analysis of team practical performance
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	producing results from notational analysis in a variety of appropriate forms; including tables and graphs
<b>English</b>	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising the rules and regulations of a variety of sports
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>completing a written practical log describing techniques, skills and tactics covered within each practical session</p> <p>completing a written summary of the rules and regulations of selected sports and how to apply them in various scenarios</p> <p>completing a written summary of their own strengths and areas for improvement in a selected sport</p> <p>completing a written summary for a team identifying strengths and areas for improvement in a selected sport</p> <p>completing development plans for improvement.</p>