

Unit 2: Practical Sport

Unit code: D/502/5412

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to develop learner knowledge of the rules, skills and techniques for one team and one individual sport through practical application.

● Unit introduction

Participation in sport continues to grow, as people become more aware of the benefits of physical activity. The requirement to engage young people through sport is a priority on the Government agenda; on one hand because current national health statistics show that obesity in young children is rapidly increasing, and on the other hand because of our strive for excellence and success at major sporting events.

This unit focuses on developing and improving the learner's own practical sports performance. This is achieved through learners taking part in practical activities and reflecting on their own performance and that of other sports performers. At least one team and one individual sport should be studied, giving learners the opportunity to improve and develop their understanding.

On completion of this unit learners will be able to practise and refine their individual skills and techniques, experience tactics and team formations and be able to analyse their strengths and areas for improvement of themselves and others.

The rules and regulations of each sport should be investigated, and learners should apply the knowledge gained through observing officials in action. Learners could also be encouraged to take part in National Governing Body coaching and leadership awards to reinforce and extend their knowledge and qualifications in this area.

Throughout the unit learners will be made aware of safe practice relating to players, officials, equipment and the environment.

Learners should be able to take part in sports offered by the centre, and those available as part of their community involvement. These may be sports at which they excel or have a particular interest in.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to demonstrate a range of skills, techniques and tactics in selected sports
- 2 Know the rules, regulations and scoring systems of selected sports
- 3 Know the roles and responsibilities of officials in selected sports
- 4 Be able to review sports performance.

Unit content

1 Be able to demonstrate a range of skills, techniques and tactics in selected sports

Skills and techniques: required to perform the sport effectively eg passing, receiving, shooting, dribbling, heading, tumbling, striking, throwing, starting, footwork, bowling, intercepting/tackling, dodging, creating space

Tactics: eg defensive, offensive, set plays, formations, marking, communication

Sports: team eg association football, basketball, cricket, hockey, lacrosse, netball, rugby (league or union), rounders, volleyball, adapted team sports (wheelchair basketball); individual eg golf, trampolining, table tennis, archery, squash, judo, cross-country, boccia, fencing

Recording evidence: eg diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

2 Know the rules, regulations and scoring systems of selected sports

Rules: rules (or laws) applied by the national or international governing body for the sport

Regulations: eg players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper)

Scoring systems: method of scoring goals or points; method and requirements of victory

3 Know the roles and responsibilities of officials in selected sports

Roles: eg umpire, referee, judge, scorer, timekeeper, assistants, starter, table officials, 3rd umpire, 4th official

Responsibilities: eg appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals)

4 Be able to review sports performance

Performance: eg specific to sport, statistics and data, scoring and conceding, time, distance, height, passes, interceptions, discipline

Analysis: observation checklist; strengths and areas for improvement eg demonstration of skills, techniques and tactics, knowledge, application and respect for the rules and regulations, communication, teamwork, preparation, health and safety

Review: feedback eg from participants, supervisors, peers, observers; strengths and areas for improvement

Improvements: short-term and long-term goals eg individual skills, tactics and teamwork, fitness, training programme, use of technology, courses, where to seek help and advice

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:
P1 demonstrate use of practical skills, techniques and tactics appropriate for one team sport		
P2 demonstrate use of practical skills, techniques and tactics appropriate for one individual sport	M1 describe use of tactics appropriate for one team and one individual sport	D1 justify use of tactics appropriate for one team and one individual sport, identifying areas for improvement
P3 describe the rules, regulations and scoring systems for one team sport		
P4 describe the rules, regulations and scoring systems for one individual sport	M2 assess, using appropriate examples, the rules, regulations and scoring systems for one team and one individual sport	
P5 describe the main roles and responsibilities of officials in one team sport		
P6 describe the main roles and responsibilities of officials in one individual sport		
P7 produce, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team [CT1, SM3]	M3 independently produce an observation checklist that could be used to review the sports performance of an individual or a team	
P8 use the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement [RL1, RL2, RL3, RL5]	M4 explain the strengths and areas for improvement of an individual or a team, in one individual sport or one team sport, justifying recommendations for improvement	

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:
P9 use the observation checklist to review own sports performance in an individual sport or team sport, identifying strengths and areas for improvement. [RL1, RL2, RL3, RL5]	M5 explain own strengths and areas for improvement in an individual sport or team sport, providing recommendations for improvement.	D2 analyse own strengths and areas for improvement in an individual sport or team sport, justifying recommendations for improvement.

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.

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

Essential guidance for tutors

Delivery

In order to study this unit learners should have a basic knowledge of sport. They should be encouraged to participate in a variety of team and individual sports. Centres are encouraged to offer sports that are new (or have not been covered in previous practical sessions) to enable learners to develop new skills and techniques. Access should be given to learners of all sporting abilities and mixed gender activities are encouraged where appropriate.

Adequate time should be given to each sport to allow for the depth and breadth of study needed to cover the unit content.

This unit has been designed to give learners the knowledge to develop and improve their own practical skills and techniques in sporting activities. They should also become more tactically astute in the sports that they participate in. The time spent researching the rules, regulations, scoring systems and roles and responsibilities of officials may also make them more competent practitioners and role models for others.

Access to, and completion of, Level 1 officiating courses in each sport (team and individual) would make this section more hands on and more relevant to learners. Tutors should introduce learners to skills and techniques using 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 any practices, training or trials they have completed at local, regional or national level. Observation records or feedback sheets and success in leadership or National Governing Body awards could be used as evidence of performance.

Learners will be asked to observe and analyse their own performance as well as the performance of other players, groups or teams in the selected sports. Centres will determine the focus of the observation. Tutors should encourage each learner to use a variety of methods to collate their evidence. Statistical evidence, and that of a more objective nature, should be used alongside subjective assessments and opinions. Tutors should spend some time in the classroom looking at different ways to gather evidence to assess performance accurately. Analysis of other players/performers should give learners the knowledge to develop and improve their own performance.

This unit should be delivered in a practical context wherever possible. Coaches, trainers and officials from the community could be invited to deliver some aspects. Learners could simulate the roles of different officials. Practical work should be supported by theory delivered both in the field and within the classroom. Learners should be encouraged to complete their portfolio/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
Assignment 1: Practical Diaries (P1, P2, M1, D1). Tutor introduces the assignment brief
Practical team sports – introduce a team sport: introduce skills, techniques, tactics of the team sport. Learners to develop the ability to demonstrate the basic skills and techniques for the sport
Practical individual sports – introduce an individual sport: introduce skills, techniques, tactics of the individual sport. Learners to develop the ability to demonstrate the basic skills and techniques for the sport
Assignment 2: Rules, Regulations and Scoring Systems for a Team Sport and an Individual Sport and the Roles and Responsibilities of Umpires/Officials (P3, P4, M2, P5, P6). Tutor introduces the assignment brief
Theory session: rules, regulations and scoring systems for a team sport
Practical application of the rules and regulations of a team sport
Introduce the roles of officials in a team sport
Introduce the responsibilities of officials in a team sport; observation of officials in action
Theory session: rules, regulations and scoring systems for an individual sport
Practical application of the rules and regulations of an individual sport
Introduce the roles of officials in an individual sport
Introduce the responsibilities of officials in an individual sport; observation of officials in action
Assignment 3: Performance Analysis of an Individual or Team, in One Individual Sport or One Team Sport. Review of Own Performance in an Individual or Team Sport (P7, M3, P8, M4, P9, M5, D2). Tutor introduces the assignment brief
Discuss methods of assessment for analysing sports performance
Undertake player/team analysis – practical observations
Undertake review of own performance in an individual sport or team sport. Includes time allocated for learners to collect feedback for the performance review
Provide feedback to a sports individual or team, commenting on areas for improvement for the individual sports performer or team analysed
Evaluation of the unit

Assessment

For P1 and P2, learners will need to complete a series of practical sessions for a team sport (P1) and then further sessions for an individual sport (P2). The session should be led by a qualified instructor or tutor for each of the selected sports. Each session should concentrate on specific skills, techniques and tactical drills as appropriate for each sport. Learners should keep a practical diary that shows their own involvement and the requirements of each skill and technique they have covered. The use of diagrams may help learners in describing each session they participate in.

For P3 and P4, learners must summarise the main rules, regulations and scoring systems for a team sport (P3) and an individual sport (P4). The rules that are selected should be the basic rules needed to participate successfully in the sport. For example, there will be no need for a learner to explain the recent new ruling in football that it is a yellow card offence if a footballer removes their shirt during a competitive match (this rule

will not enhance a beginner's knowledge of how to play the sport). Learners should imagine that they are teaching an absolute beginner how to play the sport for the first time.

For P5 and P6, learners will identify the key officials in a team (P5) and an individual sport (P6), for example, in football the referee, the assistant referees, the fourth official. After the learner has identified the key officials in a sport they will describe the main roles and responsibilities of each official in the selected sport. Learners will have to consider appearance, equipment used, qualifications required to officiate in selected sports at selected levels, interpretation and application of rules, control of players, health and safety of players, facilities, other officials, fair play, use of technology when appropriate, effective communication (whistle, signals, verbal and body language).

For P7, learners must produce an observation checklist that can be used to assess the skills, techniques and tactics of an individual or a team. The observation checklist should consist of the basic skills and tactics of the selected sport. The checklist should also include a format to assess the skills, techniques and tactics separately. The assessment may be a tick list with performance indicators to choose from, for example, a table with columns: excellent, very good, good, satisfactory, weak, and very weak. To meet P7, learners may require tutor support in producing the checklist. Support could be in the form of tutor guidance on the skills, techniques and tactics required for the selected sport. If a learner does require such support, M3 cannot be achieved.

For P8, learners must complete the observation checklist produced for P7. The checklist should be completed by the learner whilst watching the sport being played in a competitive situation, either during the live performance or on a video, providing a list of strengths and areas for improvement. Using the checklist, learners will need to review the sports performance of an individual sports performer or a team.

For P9, learners should conduct a self-analysis of their own performance in an individual sport or a team sport. To do this they must complete the observation checklist produced for P7. The checklist could be completed by the learner whilst watching a video recording of their own performance. After completing the observation checklist learners should identify strengths and areas for improvement in their own performance in the individual sport or team sport.

For M1, learners must discuss how tactics can and should be applied correctly in a team and an individual sport. Learners should describe how, if applied correctly, tactics can be used to improve attack or defence in each sport. Learners should describe how to apply tactics correctly, assuming that the reader has never applied a tactic in either the selected team or individual sport.

For M2, learners must assess each of the key rules, regulations and scoring systems for both the team and individual sports selected. They must state in detail how each rule is implemented in the sports. Learners should comment on examples of how these rules are applied in the sport to show the reader how rules are used in each of the specific sports.

For M3, learners must, independently, produce an observation checklist that can be used to assess the performance of skills, techniques and tactics of an individual sport or a team sport. The observation checklist should consist of the basic skills and tactics of the selected sport. The checklist should also include a format to assess the skills, techniques and tactics separately. The assessment may be a tick list with performance indicators to choose from, for example a table with columns: excellent, very good, good, satisfactory, weak, very weak. To fully meet this criterion the learner must produce the observation checklist independently, without tutor support.

For M4, learners must explain the strengths and areas for improvement from the performances that they observed and assessed using the checklists. Learners should explain to the reader why the strengths were strengths and what the weaknesses of the performance were. Learners should also identify what needs to be done to improve the weak areas identified from the observations of an individual sport or team sport.

For M5, learners must explain the strengths and areas for improvement of their own performance in either a team sport or an individual sport. They should explain to the reader why the strengths were strengths and what the weaknesses of the performance were. Learners should also identify what needs to be done to improve the weak areas identified from the observations of their own performance.

For D1, learners must justify how and when the use of specific tactics should be used in specific situations in both team and individual sports. Learners should discuss how and when to apply tactics correctly, and identify how the application of correct tactics could improve team and individual performance.

For D2, learners must analyse the strengths and areas for improvement in their own performance, in one individual sport or team sport. Learners must provide specific details of how they displayed these strengths and weaknesses in the observed situations and how these strengths and weak areas can be improved or maintained as appropriate. Learners also need to justify their recommendations for improvement.

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, P2, M1, D1	Practical Diaries	You are participating in a summer sports training camp to help improve your skills, techniques and tactics in practical sport. Participate in one team and one individual sport, complete a diary commenting on your own development, describing the skills, techniques and tactics covered in each session.	Practical observation and assessment Written evidence/blog
P3, P4, M2, P5, P6	Rules, Regulations and Scoring Systems for a Team Sport and an Individual Sport and the Roles and Responsibilities of Umpires/Officials	Produce a summary of the main rules, regulations and scoring systems of one team and one individual sport. Assess the roles and responsibilities of officials in each sport.	Written evidence
P7, M3, P8, M4, P9, M5, D2	Performance Analysis of an Individual or Team, in One Individual Sport or One Team Sport. Review of Own Performance in an Individual or Team Sport	Produce an observation checklist to assess sports performance for one individual sport or one team sport. Assess and review performance of an individual or team. Review own sports performance.	Completed observation checklists Written report Witness testimony/ completed observation records for self assessment

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. 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 Team Sports	Practical Team Sports
	Talent Identification and Development in Sport	Analysis of Sports Performance
	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 Achieving Excellence in Sports Performance at Level 3.

Essential resources

Learners will need access to the appropriate environment or facilities and equipment required for the activities, as well as to resources related to analysis, for example recording equipment.

Employer engagement and vocational contexts

This unit focuses on practical aspects of team and individual sports and will provide learners with the background knowledge covering a variety of sports skills, techniques, tactics and application of rules and regulations.

Centres are encouraged to create and develop links with local sports coaching professionals and sports development departments. This could be via guest lectures, sports workshops or visits to see sports coaching/ leadership in action.

When learning about the rules and regulations of sport, learners could be encouraged to work with young children who may be new to competitive sport. Learners could develop and apply their knowledge by leading sports sessions and workshops.

Indicative reading for learners

Textbooks

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, April 2010) ISBN 9781846907173

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

Commons R, Rizzo G, Swales M – *Level 2 BTEC Firsts in Sport Student's Book* (Folens, May 2010) ISBN 9781850085157

Commons R, Rizzo G, Swales M – *Level 2 BTEC Firsts in Sport Teacher's Guide* (Folens, May 2010) ISBN 9781850085164

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

Edwards, J – *Badminton: Technique, Tactics, Training – Crowood Sports Guides* (The Crowood Press Ltd, 1997) ISBN 9781861260277

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

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

Parkhurst A – *Tennis: A Complete Guide to Tactics and Training – Sporting Skills* (First Stone Publishing, 2005) ISBN 9781904439479

Websites

Amateur Swimming Association	www.britishswimming.org
Badminton Association of England	www.badmintonengland.co.uk
British Cycling	www.britishcycling.org.uk
British Gymnastics	www.british-gymnastics.org.uk
The British Olympic Association	www.olympics.org.uk
British Volleyball Association	www.britishperformancevolleyball.org
Coachwise	www.1st4sport.co.uk
English Basketball Association	www.englandbasketball.co.uk
The Football Association	www.thefa.com
The Lawn Tennis Association	www.lta.org.uk
The Rugby Football Union	www.rfu.com
Sports Leaders UK	www.sportsleaders.org
Sports Officials UK	www.sportofficialsuk.com
UK Athletics	www.ukathletics.net
UK Sport	www.uksport.gov.uk

Delivery of personal, learning and thinking skills (PLTS)

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 ...
Creative thinkers	producing, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team
Reflective learners	using the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement using the observation checklist to review own sports performance in an individual sport or team sport, identifying strengths and areas for improvement
Self-managers	producing, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team

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 ...
Independent enquirers	researching sports rules and regulations investigating the roles and responsibilities of sports officials
Creative thinkers	applying techniques and tactics whilst participating in team and individual activities
Reflective learners	analysing their own performance whilst participating in a team or an individual sport and identifying strengths and areas for improvement identifying development targets for future performance
Team workers	practising the roles of sports officials
Effective participators	participating in practical team activities and applying the techniques, skills and tactics learned in previous sessions

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the internet for the appropriate rules and regulations of selected sports researching the internet for the appropriate training programmes to be included in a development plan
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	producing a performance checklist that analyses skills, techniques and tactics for a variety of sports producing written assessments using ICT programmes
Mathematics	
Select and apply a range of skills to find solutions	completing notational analysis of individual and 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
English	
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	completing a written practical log describing techniques, skills and tactics covered within each practical session completing a written summary of the rules and regulations of selected sports and how to apply them in various scenarios completing a written summary of their own strengths and areas for improvement in a selected sport completing a written summary of an individual or team identifying strengths and areas for improvement completing development plans for improvement