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| **OCR Level 1/Level 2 Cambridge National in Sport Studies** |
| Qualification J829  Unit R185 |
| Unit Recording Sheet |

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| Please read the instructions printed at the end of this form. A Unit Recording Sheet must be completed for each candidate and unit. | | | | | | |
| Unit Title | Performance and leadership in sports activities | | Unit Code | R185 | Session | Choose an item. | Year | 2 | 0 |  |  |
| Centre Name | |  | | | | Centre Number | |  | | | |
| Candidate Name | |  | | | | Candidate Number | |  | | | |

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

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:

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| **Chosen activity:** | | |
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| **MB1: 1 - 4 marks** | **MB2: 5 - 10 marks** | **MB3: 11 - 14 marks** |
| Demonstrates **limited** application of skills and techniques as an individual performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making often shows **limited** accuracy and fluency.  Ability to maintain performance is **inconsistent**.  **[1 2 3 4]** | Demonstrates **sound** application of skills and techniques as an individual performer in a sporting activity.  Creativity, use of tactics/strategies/ compositional ideas and decision-making shows **some** accuracy and fluency.  Ability to maintain performance with **some** **consistency**.  **[5 6 7 8 9 10]** | Demonstrates **comprehensive** application of skills and techniques as an individual performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluencyon **most** occasions.  Ability to maintain performance is **consistent** and **confident**.  **[11 12 13 14]** |
| **/14** |

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| Marking Criteria | | | Teacher Comments | Mark | Page No. |
| **Task 1 – Topic Area 1: Key components of performance** | | |  |  |  |
| **Chosen activity:** | | |
| **For team activities:** | | |
| **MB1: 1 - 4 marks** | **MB2: 5 - 10 marks** | **MB3: 11 - 14 marks** |
| Demonstrates **limited** application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making shows **limited** accuracy and fluency.  **Limited** awareness of role within the team/ contribution and communication with the team.  **[1 2 3 4]** | Demonstrates **sound** application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/ compositional ideas and decision-making shows **some** accuracy and fluency.  **Some** awareness of role within the team/ contribution and communication with the team.  **[5 6 7 8 9 10]** | Demonstrates **comprehensive** application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluencyon **most** occasions.  **Clear and well-developed** awareness of role within the team/ contribution and communication with the team.  **[11 12 13 14]** |
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| Marking Criteria | | | Teacher Comments | Mark | Page No. |
| **Task 1 – Topic Area 1: Key components of performance** | | |  |  |  |
| **Chosen activity:** | | |
| **For team activities:** | | |
| **MB1: 1 - 4 marks** | **MB2: 5 - 10 marks** | **MB3: 11 - 14 marks** |
| Demonstrates **limited** application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making shows **limited** accuracy and fluency.  **Limited** awareness of role within the team/ contribution and communication with the team.  **[1 2 3 4]** | Demonstrates **sound** application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/ compositional ideas and decision-making shows **some** accuracy and fluency.  **Some** awareness of role within the team/ contribution and communication with the team.  **[5 6 7 8 9 10]** | Demonstrates **comprehensive** application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluencyon **most** occasions.  **Clear and well-developed** awareness of role within the team/ contribution and communication with the team.  **[11 12 13 14]** |
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| **Task 2 – Topic Area 2: Applying practice methods to support improvement in a sporting activity** | | |  |  |  |
| **MB1: 1 - 4 marks** | **MB2: 5 - 10 marks** | **MB3: 11 - 14 marks** |
| The review of their performance is **basic**.  Outlines strengths and weaknesses, with **limited** explanation.  The application of practice methods is **basic** and addresses in a **limited** way the weaknesses where improvement is needed.  **[1 2 3 4]** | The review of their performance is **sound** in some aspects.  Describes strengths and weaknesses with **some** explanation and justification.  The application of practice methods is **sound** and **adequately** addresses the weaknesses where improvement is needed.  **[5 6 7 8 9 10]** | The review of their performance is **detailed** in most aspects.  **Comprehensively** describes the strengths and weaknesses with in-depth analysis and justification.  The application of practice methods is **considered** and **comprehensively** addresses the weaknesses where improvement is needed.  **[11 12 13 14]** |
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| **Task 3 – Topic Area 3: Organising and planning a sports activity session** | | |  |  |  |
| **MB1: 1 - 4 marks** | **MB2: 5 - 10 marks** | **MB3: 11 - 14 marks** |
| Creates a **basic** plan which considers a **limited** number of requirements for an effective and safe sports activity session.  Completes a **basic** risk assessment which considers **few** of the requirements for a safe sports activity session.  **[1 2 3 4]** | Creates a generally appropriate and **sound** plan which considers **some** of therequirements for an effective and safe sports activity session.  Completes an appropriateand **adequate** risk assessment which considers **some** of therequirements for a safe sports activity session.  **[5 6 7 8 9 10]** | Creates a fully appropriate and **comprehensive** plan which considers **most** of therequirements for an effective and safe sports activity session.  Completes an appropriateand **comprehensive** risk assessment which considers **most** of therequirements for a safe sports activity session.  **[11 12 13 14]** |
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| **Task 4 – Topic Area 4: Leading a sports activity session** | | |  |  |  |
| **MB1: 1 - 4 marks** | **MB2: 5 - 10 marks** | **MB3: 11 - 14 marks** |
| Follows a plan showing **limited** flexibility with the approach. Can make adaptations but is **dependent** on assistance.  Demonstrates a **limited** range of relevant leadership skills and knowledge during a sports activity session.  Is **dependent** on assistance to follow safe practice and to ensure equipment is used safely.  Communication skills are **limited** and use of motivational techniques is **hesitant**.  **[1 2 3 4]** | Follows a plan and shows a **sound** ability to be flexible and adapts the plan on some occasions, with **some assistance**.  Demonstrates a **range** of relevant leadership skills and knowledge during a sports activity session.  Follows safe practice and ensures equipment is used safely **when assisted**.  Communication skills are **adequate** and use of motivational techniques is **adequate**.  **[5 6 7 8 9 10]** | Follows a plan and can adapt it **confidently** and **independently**, as required.  **Confidently** demonstrates a **wide range** of well developed,relevant leadership skills and knowledge during a sports activity session.  **Independently** follows safe practice and ensures equipment is used safely.  Communication skills are **effective** and use of motivational techniques is **clear** and **confident**.  **[11 12 13 14]** |
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| **Task 5 – Topic Area 5: Reviewing your own performance in planning and leading of a sports activity session** | | |  |  |  |
| **MB1: 1 - 3 marks** | **MB2: 4 - 7 marks** | **MB3: 8 - 10 marks** |
| Outlines a **few** areas that went well and did not go well in the planned sports activity session.  **Briefly** outlines a **few** areas that needed to be adapted in the planned sports activity session. Makes **basic** suggestions for altering the plan going forward.  **[1 2 3]** | Describes **some** areas that went well and did not go well in the planned sports activity session.  Describes **some** areas that needed to be adapted in the planned sports activity session. Shows **some** reflection and analysis when altering the plan.  **[4 5 6 7]** | **Comprehensively** describes **most** areas that went well and did not go well in the planned sports activity session.  **Comprehensively** describes **all** areas that needed to be adapted in the planned sports activity session. Shows **detailed** analysis when altering the plan, with **justified** suggestions.  **[8 9 10]** |
| **/10** |
| **Total** | | | | /**80** |  |

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| Please tick to confirm this work has been standardised internally |  |

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.