

Set Assignment

Sample Assessment Material

OCR Level 1/2 Cambridge National Award in Sport Studies J803

OCR Level 1/2 Cambridge National Certificate in Sport Studies J813

Unit R052: Developing sports skills

SAMPLE ASSESSMENT MATERIAL – THIS SET ASSIGNMENT SHOULD NOT BE USED FOR LIVE ASSESSMENT

Please note:

This OCR set assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- Unit entry code R052
- Certification code Award J803/Certificate J813

The qualification numbers associated with this unit are:

- Unit reference number D/503/6569
- Qualification numbers Award: 600/5122/X / Certificate: 600/5123/1

Duration: Approximately 10 hours

ALL OF THIS MATERIAL MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Version 2 April 2019 - Change of title to set assignment, no other changes made.

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Set Assignment: Information for Learners

OCR Level 1/2 Cambridge National Award in Sport Studies J803

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Unit R052: Developing sports skills

Scenario for the assignment

Scenario – Encouraging new learners for Sport Studies

You have been asked to produce a promotional pack, including a film, for use at an open evening to try and encourage new students onto the Sport Studies course at your school. As part of the film you would like to demonstrate how the course has helped you to develop your sports skills in order to become a more capable performer. You would also like to show how you have become so familiar with a sport that you are now able to act in officiating roles in an activity.

To show variety within the film you decide to demonstrate performance in one individual sporting activity and one team sporting activity choosing one to display your officiating skills in. You also choose one of the sports to demonstrate how you have developed your skills with a variety of different practice methods.

Other information in the pack will include score sheets, match reports, peer and witness testimonies as well as written reviews of your own performance.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your tasks

Task 1: Demonstrating skills, techniques and tactics/strategies/compositional ideas

Learning Outcomes 1 and 2 are assessed in this task.

For the open evening the Head of the Sport Studies course wants to show a film which shows examples of how the course can help students to improve their skills in both an individual and a team sporting activity.

Your task is to produce a film relating to your choice of one individual and one team sporting activity which includes a section that shows the different skills being performed individually and then demonstrates how these feed into the overall performance, influencing the techniques, tactics and compositional ideas that you use. You also want the film to demonstrate creativity, decision making, your ability to manage your performance and how in a team sporting activity, your performance contributes to the performance of the team.

Task 2: Officiating in sport

Learning Outcome 3 is assessed in this task.

To really show how your time on your Sport Studies course has allowed you to fully understand a sport, you want to add a section to the film that includes evidence of how you have developed your knowledge of the rules and regulations.

Your task is to produce filmed evidence of you acting in a number of officiating roles for either the individual or the team sporting activity which you performed in as part of Task 1. This could be as referee, umpire, timekeeper, scorekeeper etc. You will also provide copies of the score cards, match reports and other relevant documentary evidence to go into the promotional pack which prospective students and their parents can look at during the open evening.

Task 3: Practicing and improving

Learning Outcome 4 is assessed in this task

Finally, you need to show how you have been able to develop your skills in either the individual or the team sporting activity which you performed in as part of Task 1, and improve over time.

Your task is to include a section on the film of you breaking a sport down into individual skills and components. You need to then show a variety of methods of practicing these skills in order to improve in them before combining them again and using them in a practical performance. You also need to produce a presentation to show how improvement in skills, techniques and strategies can be measured. You will need to include information on completing proficiency awards, logging details about your performances either in written or filmed format, having peers observe your performances and monitoring competition results over time.

Information for Teachers

OCR Level 1/2 Cambridge National Award in Sport Studies J803

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Unit R052: Developing sports skills

General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 2-3 hours to complete task 1, 2-3 hours to complete task 2, and 2-3 hours to complete task 3. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/assessors to provide answers or to work through answers in detail or detail specifically what amendments should be made.
- 3.3 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

- 3.4 We have specified what evidence the learner is expected to produce, but it is important to note that if it is possible to generate the evidence in a variety of formats then alternatives are acceptable and the learner is free to use the format that is most appropriate for them.
- 3.5 Centres must advise learners as to the most appropriate format of evidence. Format must not be confused with the content to be produced. The assessment will be structured so that learners are required to provide evidence of using appropriate sports skills and techniques to meet specified purposes. It is unlikely that evidence of the skills and techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Witness statements, notes from observations and other documentary evidence may help to provide this additional context. Specific sources for this information are referred to in the tasks within this set assignment and in the content of the unit.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment. *(Note to Ofqual reviewer, the arrangements for electronic evidence will be available in time for first teaching)*
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted set assignment modification

The set assignment is very self-contained in its present form. The set of tasks form a coherent whole, addressing all of the learning outcomes and allowing access to the full range of marks. No changes can be made to the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section 'The internally assessed units').

The set assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- the assignment, which can be contextualised or amended to suit local needs. Whilst the role in this set assignment is a 'real' role, centres may wish to adapt the focus of the set assignment to suit their learners' needs, for example, the role of a sports club coach or manager wishing to attract new members could be used.
- who the participant(s) is/are and what their requirements are
- each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario
- the type of evidence required and the format it takes.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the set assignment we strongly advise that staff responsible for modifying the set assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the set assignment, whether to just the scenario or to both the scenario and individual tasks, it is the responsibility of the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.

Witness statement – Task 1

LO1
&
LO2

Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity and as a team performer in a sporting activity

LEARNER NAME

ASSESSOR NAME

Date of performances

ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the mark awarded.

Ability to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity

Please tick

MB1

MB2

MB3

Assessor comments

Application of skills and techniques:

Creativity, use of tactics/strategies/compositional ideas:

Ability to maintain performance:

Ability to use skills, techniques and tactics/strategies/compositional ideas as a team

performer in a sporting activity						
Please tick	MB1		MB2		MB3	
Assessor comments	<u>Application of skills and techniques:</u>					
	<u>Creativity, use of tactics/strategies/compositional ideas:</u>					
	<u>Awareness of role/contribution to team:</u>					

AREAS FOR IMPROVEMENT/GENERAL COMMENTS

RECORD OF QUESTIONS/ANSWERS

ASSESSOR QUESTION 1
LEARNER RESPONSE 1
ASSESSOR QUESTION 2
LEARNER RESPONSE 2
ASSESSOR QUESTION 3
LEARNER RESPONSE 3

ASSESSOR SIGNATURE:		DATE:	
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LEARNER SIGNATURE:		DATE:	
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Witness statement – Task 2

LO3	<u>Be able to officiate in a sporting activity</u>
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LEARNER NAME	
ASSESSOR NAME	
Date of performances	

ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the mark awarded.

<u>Ability to officiate in a sporting activity</u>						
Please tick	MB1		MB2		MB3	
Assessor comments	<u>Officiating skills:</u>					
	<u>Application of rules and regulations:</u>					
	<u>Communication and use of signals:</u>					

AREAS FOR IMPROVEMENT/GENERAL COMMENTS

RECORD OF QUESTIONS/ANSWERS

ASSESSOR QUESTION 1

LEARNER RESPONSE 1

ASSESSOR QUESTION 2

LEARNER RESPONSE 2

ASSESSOR QUESTION 3

LEARNER RESPONSE 3

ASSESSOR SIGNATURE:

DATE:

LEARNER SIGNATURE:

DATE: