

Model Assignment

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 R053: Sports leadership

Please note:

This OCR model 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 R053
- certification codes Award J803 / Certificate J813

The accreditation numbers associated with this unit are:

- unit reference number R/503/6570
- qualification reference(s) Award: 600/5122/X
 Certificate: 600/5123/1

Duration: Approximately 10 hours

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Model Assignment: Information for Learners

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

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Unit R053: Sports leadership

Scenario for the Assignment

A group of local primary schools annually visits your school or college to hold a 'Mini-Olympics' event. This year as part of your coursework, your teacher has asked you and the rest of your class to get involved as volunteer leaders. You feel this is a good idea as it will enable you to develop skills needed to become a sports coach or leader in the future.

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: Effective sports leadership

Learning Outcome 1 is assessed in this task.

After a meeting with the rest of your class, you decide you would like to be a leader in the 'Mini-Olympics' event. As this is your first experience of leadership in sport you will need to gain specific knowledge of, and skills for, a range of different leadership roles.

You should, where possible, relate the information you are describing to the activity you have chosen to lead. As a guide this activity should be one which you are familiar with.

Task 2: Sports activity plan

Learning Outcome 2 is assessed in this task.

The organisers of the 'Mini-Olympics' have agreed that you can lead your chosen activity. You have been told that you will be leading a group of 10 -11 year old boys and girls. In order for the school children to have a good experience you need to plan the session.

You should relate your planning information to the group that you will be leading, and the activity that you have chosen to lead, and take the appropriate health and safety precautions.

You should demonstrate your ability to draw upon relevant skills/knowledge/understanding from other units you have studied.

Task 3: Sports activity delivery

Learning Outcome 3 is assessed in this task.

You have planned your session and the school children have arrived at your school or college. Your teacher is going to observe your session and help you if necessary.

Your task is to show your ability to deliver the sporting activity planned to the attending group.

Task 4: Sports activity evaluation

Learning Outcome 4 is assessed in this task.

After you have delivered the session your teacher would like you to evaluate how the session went.

Your task is to be able to evaluate your activity session. This could be done by relating the following questions:

- What went well?
- What did not go so well/?
- How can I improve next time?

Information for Teachers

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Unit R053: Sports leadership

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 formal summative assessment of learners and assessment must be conducted for supervision. 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 this assignment. This is the recommended time but centres can decide how the time can be allocated between each part or individual task in the assessment. Centres are also permitted to spread the overall assessment time 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/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

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.
- 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 model assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You must not change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (Section 4 *The centre assessed units*)

Permitted changes:

The model assignment can be modified in terms of the areas described below 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:

A logical approach is suggested; centres should deliver the tasks in learning outcome order as one task logically leads on to the next.

- the learner's assignment, which can be contextualised or amended to suit local needs. Whilst the scenario in this model assignment is fictitious, it is based on what is thought to be a 'typical' scenario. It is anticipated that this assignment will be used by centres to give learners the opportunity to lead young children. Should centres not be able to accommodate this then a suitable group of participants should be identified before the commencement of the assignment (e.g. lower school group, peers).
- However, it must be ensured that all learners have adequate time and opportunity to research and produce all documents required by the assignment tasks.
- each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- the format it takes.
- the type of evidence.

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

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

6 Specific guidance on the task

Learners are required to lead a sport activity. The session delivered must be appropriate to the group and of a length that enables the learner to cover all the elements of a recognised coaching session. The activity chosen should be for a recognised sport/activity (e.g. a sport/activity that has an NGB or recognised by Sport England). As a guide teachers should encourage candidates to choose a sport that is acceptable in Unit R052 Sports Skills. They can also utilise skills developed in Unit R052 in relation to the use of different practice methods to improve performance.

Task 1: Effective sports leadership

Learning Outcome 1 is assessed in this task.

As the focus of this unit is based on Sports Leadership learners need to understand the different ways people can lead in sport. This ranges from a captain of a team to a professional sports coach. In this LO learners need to be taught the range of leadership opportunities that exist as well as the qualities of an effective leader. This should be related to the qualities required of the person as well as the requirements of the activity.

Learners should, where possible, relate the information they are describing to the activity they have chosen to lead. As a guide this activity should be one that the learner is familiar with. This allows them to build upon the knowledge they may already have about an activity.

For this task learners need to know about the personal qualities and responsibilities of different types of leaders.

Learners need to know about:

- Different leadership roles and opportunities in sport
- Role-related responsibilities
- Personal qualities which relate to leadership roles
- Leadership styles

Learners need to make clear and accurate links between different roles and the personal qualities and leadership styles of those who undertake them. This can be evidenced by learner selecting some sport leaders who have been successful in their chosen sport and relating their success to their leadership styles

The evidence for this task could be provided in the form of a written report with headings and appropriate illustrations.

Task 2: Sports activity session

Learning Outcome 2 is assessed in this task.

The sports activity plan could be any session deemed appropriate by the teacher for the group available to work with (e.g. a circuit training session, a badminton coaching session, an aerobics class etc). Learners should be taught why each component is important e.g. why adapted

equipment is better for younger children. It is recommended that the plan produced for this LO is then used to carry out LO3.

Learners should relate their planning information to the group that they will be leading, and the activity that they have chosen to lead.

For this task learners must be able to plan a sport activity session

The learners plan should include details on the following:

- objectives for the session
- details of the venue
- equipment needed
- supervision needs
- timing of the different parts of the session
- introduction/conclusion of session
- basic warm up/cool down
- skills and technique development
- organisation

Health and safety is also important when planning a sports activity session. Learners need to include the following within their session plan:

- a risk assessment - to include corrective action
- details of emergency procedures

Teacher advice/prompting is allowed if a plan is considered unsafe, unmanageable etc as the learner must be able to deliver the plan independently. Learners must be advised to produce as much detail in the plan as possible, but focus on the quality of detail and not quantity. For the risk assessment, learners must complete a risk assessment form and give details of appropriate emergency procedures. Where teacher support is required to ensure that this is done sufficiently to ensure safety, this should be reflected in the assessment. If no corrective action is required learners still need to show evidence of what action should be taken in a variety of situations and consider root causes.

The evidence for this task could be provided in the form of a detailed lesson plan produced on a Cambridge National template together with a risk assessment produced on a Cambridge National template.

Task 3: Sports activity delivery

Learning Outcome 3 is assessed in this task.

Learners need to be taught how to deliver an effective session. They will need guidance in communication skills and how to run safe drills. Teachers could lead a session themselves to show how this can be achieved, alternatively learners could watch PE lessons or videos of other leaders in action.

For this task learners must be able to deliver a sport activity session. The learners task is to show their ability to deliver a sporting activity. You will observe the learners session and complete a witness statement.

You will be making comments on the following:

- Safe practice during the activity
- Delivery style
- Communication skills
- Motivation techniques
- Subject knowledge
- Adaptability

Assessment must focus on the delivery of the session rather than any limitations of the plan, which will have been reflected in the assessment of LO2. For example, if a learner has a simplistic plan which proves unsuitable for the group but is then able to adapt during the session to make the activities more appropriate, then this should be reflected positively in the assessment of LO3 (even though it may have been a limiting feature of LO2).

The evidence for this task could be provided in the form of a witness statement.

Task 4: Sports activity evaluation

Learning Outcome 4 is assessed in this task.

Learners should be taught how to make effective evaluations of their performances. They could evaluate the performance of other leaders either live or on video to gain experience of this. Having carried out an evaluation of the delivery of their session plan learners should be taught how to make suggestions on how they could improve their session in respect of the plan produced in LO2 and the session delivered in LO3.

For this task learners must be able to evaluate their own performance in delivering a sports activity session.

This could be done by relating the following questions:

What went well?

What did not go so well?

How can I improve next time?

To the following sections of the session plan:

- planning and organisation
- content of sessions
- leadership skills
- communication skills
- achievement of sessions objectives
- was the session engaging?

The evidence for this task could be provided in the form of a table with appropriate headings.

SPORTS ACTIVITY SESSION PLAN – TASK 2

CANDIDATE NAME:					
ACTIVITY:					
NO OF PARTICIPANTS:			AGE RANGE:		ABILITY LEVEL
VENUE					
SUPERVISION NEEDS FOR SESSION					
OBJECTIVES FOR THE SESSION					
EMERGENCY PROCEDURES					
SOME PROMPTING FROM THE TEACHER			LITTLE PROMPTING FROM THE TEACHER		PRODUCED INDEPENDENTLY
TIME	ACTIVITY	MAIN TEACHING POINTS		ORGANISATION	RESOURCES/EQUIPMENT
	(Introduction/warm up)				

RISK ASSESSMENT – TASK 2

CANDIDATE NAME:				
SPORTING ENVIRONMENT:		(eg sports hall)		Date completed:
Had some tutor support		Had little tutor support		Produced independently
STEP 1 Identify significant hazards below	STEP 2 State the severity of the hazard (high, low, medium)	STEP 3 State the probability of the hazard occurring (high, low, medium)	STEP 4 List the people who are at risk from the hazards you have identified	STEP 5 List what could be done to reduce the risks. Note any action that you think is needed

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Witness Statement – Task 3

LEARNER NAME	
ASSESSOR NAME	
Date	
Unit	R053 – Sports leadership
LO3	Be able to deliver a sport activity session.

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

Safe practice during the activity and safe supervision							
Mark awarded	MB1		MB2		MB3		
Assessor comments							
Communication skills and motivation techniques							
Please tick	MB1		MB2		MB3		
Assessor comments							
Subject knowledge and adaptability							
Please tick	MB1		MB2		MB3		
Assessor comments							
AREAS FOR IMPROVEMENT/GENERAL COMMENTS							

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RECORD OF QUESTIONS/ANSWERS**ASSESSOR QUESTION 1**

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LEARNER RESPONSE 1

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ASSESSOR QUESTION 2

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LEARNER RESPONSE 2

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ASSESSOR QUESTION 3

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LEARNER RESPONSE 3

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ASSESSOR SIGNATURE:

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DATE:

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LEARNER SIGNATURE:

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DATE:

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