

# **BTEC Level 1 Introductory**

**First teaching September 2016**



## **Sample Marked Learner Work**

**Subject: Sport**

**Unit SP7: Playing Sport**

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You will need to refer to the appropriate specification for **Unit SP7 : Playing Sport** alongside these sample materials.

\*This sample marked learner work includes video evidence that is available on our website within the course material area on the subject page.

**Note:**

The learner work generated is an exemplar of standard for a particular Assignment Brief. We expect centres to use this resource to exemplify how to structure a response to a task. We also encourage centres to use this work to standardise their Assessment teams and demonstrate to learners the level of work expected to achieve the different targeted grades outcome .

## Introduction and commentary - Sport

The learner work that follows has been assessed accurately to national standards. This is an example of Merit achievement.

The assignment brief covers **Learning Aims A and B**.

### The Assignment Brief

There are no authorized assignment briefs and the one used here is structured on the suggested scenario given within the specification and has been adapted by the centre to fit local needs, by way of encouraging the learner to strive to get into the first team. When writing Assignment Briefs to be used for the assessment of the BTEC Level 1 Introductory suite of qualifications, the Assessor should ensure that all tasks clearly meet the targeted assessment criteria.

The structure of the tasks **will always target an entire learning aim**. This is a fundamental cornerstone of this suite, as it enables any learner to achieve the best grade for them.

The assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence.

A Learning Aim must NOT be broken down into discrete tasks. It is not acceptable to have tasks or sub-tasks that target, for example, a Pass criterion only. All tasks must encourage the learner to challenge themselves and aim for the highest level of personal achievement.

In this instance the Assignment Brief contains two tasks, one each for Learning Aim A and Learning Aim B. The Assignment Brief presented is fit for purpose.

The overarching task for Learning Aim A is to show skills and techniques in sport. The learner can leave the skills at a basic level or show how they have improved them. The mode of presentation for the task is noted as videos supported by an observation record. This is appropriate as it will allow the learner to show the skills they have and allows for learners to make progress. The learners need access to a Sports Hall as noted in the Essential Resources section of the specification and this has been facilitated. There is sufficient scope for learners at all levels to achieve.

The overarching requirement for Learning Aim B is for the learner to review own performance when playing sport to improve skills and techniques. In Task 2 the assessor asks the learner to review and feedback on their own performance throughout the try out. This embraces Learning Aim B fully and, again, allows for full coverage of the levels.

For **Learning Aim A** the learner has to show skills and techniques in sport. The method identified to do this to demonstrate to the coach that the learner is ready to push for a first team place in the netball team.

The learner has achieved A.D1 **effectively using skills and techniques in sport**.

The learner was initially assessed at achieving criterion A.P1 on the basis of her performance and the initial observation record. The learner has asked for a resubmission and this has been granted. The resubmission which has been completed in a timely manner.

The learner has used her own analysis for Learning Aim B to scaffold this progress. She has used the first video to find out her **strengths and limitations**. She has then shown in a second video how she has progressed.

The assessor comments for the resubmission are well focused on HOW the Distinction criterion A.D1 has now been met. This is appropriate and reflects well on the unit introduction which indicates learners will improve their skills during the unit.

The assessor notes the **skills and techniques shown are now executed correctly** (video 2 and observation record). This is appropriate as the learner has shown HOW to progress through the grades and how to **link aspects of performance to outcome** which was to get herself into the first team by dint of her ability.

For **Learning Aim B** the learner has to review own performance when playing sport to improve skills and techniques.

The learner has met B.M2 by **describing** strengths and areas for own improvement and giving obvious suggestions as to how performance can be improved. She has given examples of drills or activities to assist in this. Suggested improvements are suitable.

The learner has, in fact, described her strengths and weaknesses, which is needed for the Distinction, but she has not fully **linked aspects of performance to outcome**. Although suggestions for improvement are made she has not **offered examples of drills or practices** to assist in this.

The work is very close to being an overall Distinction.

Overall, a very good piece of work from a learner who understands the requirements of the unit and has addressed each Learning Aim well. The work is very well presented and easy to follow.

The assessor has made suitable comments to validate the award of the Merit and has used the grading criteria well in feeding back to the learner.

## Assignment brief

<b>Qualification</b>	BTEC Level 1 Introductory Certificate in Sport
<b>Unit number and title</b>	Unit SP7 : Playing Sport
<b>Learning aims</b>	A: Show skills and techniques in sport B: Review own performance when playing sport to improve skills and techniques
<b>Assignment title</b>	First Team Try-out
<b>Assessor</b>	Amina Marka
<b>Issue date</b>	14 April 2017
<b>Hand in deadline</b>	28 April 2017

<b>Vocational Context</b>	You have recently taken up netball and have been placed in the second team. You have been given a first team 'try out' and in order to be considered, you have to demonstrate at least two skills or techniques in an isolated or conditioned practice (it is your decision which).
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<b>Task 1</b>	<p>During the netball practice you are given the opportunity to participate in isolated training activities and team plays. You must demonstrate to the coach that you are ready to push for a first team place.</p> <p>For this task you must take into consideration all the netball skills and techniques you have learnt.</p>
<b>Checklist of evidence required</b>	Practical demonstrations, video, report
<b>Learning Aims covered by this task:</b>	
Learning Aim reference	To achieve the criteria you must show that you are able to:
A.P1	Use skills and techniques in sport
A.M1	Correctly use skills and techniques in sport
A.D1	Effectively use skills and techniques in sport to achieve a desired outcome
<b>Task 2</b>	<p>After the netball try out the coach asks you to review and feedback on your own performance throughout the day. The coach wants to make sure that you are able to reflect on your performance and you will need to review it afterwards, identify strengths and areas for improvement and provide suggestions as to how your skills and techniques could be improved.</p>
<b>Checklist of evidence required</b>	Short video clip. Written analysis of own performance and areas for improvement.
<b>Learning Aims covered by this task:</b>	
Learning Aim reference	To achieve the criteria you must show that you are able to:
B.P2	Identify own strengths and areas for improvement.
B.M2	Outline own strengths and areas for improvement, providing suggestions to improve performance.
B.D2	Describe own strengths and areas for improvement, providing appropriate suggestions to improve specific areas of performance
<b>Sources of information to support you with this Assignment</b>	
<b>Other assessment materials attached to this Assignment Brief</b>	<i>None. Please refer back to your class notes.</i>

## LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name: Olivia Inness		Assessor name: Amina Marka	
Issue date: 14/04/2017	Submission date: 28/04/2017	Submitted on: 28/04/2017	
Programme : BTEC Level 1 Introductory Certificate in Sport			
Unit SP7 : Playing Sport			
Assignment reference and title: First Team Try-out			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Task 1	Video 1, Observation Record	
Task 2	Document M1	

### Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

*Olivia Inness*

Date: 28/04/2017

## Learner Work

BTEC Level 1 Introductory Certificate in Sport

Learning aim B: Review own performance when playing sport to improve skills and techniques

### Introduction

A skill is a learned action or behaviour with the intention of bringing about a desired outcome. The better your skills are, the more likely they will have maximum certainty. Skills can be developed through sports specific drills. Each skill has a technique that can be broken down to help performers improve. The technique is *how* the performer demonstrates their skill. This can be different depending on the level of the performer.

### Analysing my performance

I have chosen to analyse my performance in netball. My position is goal attack and my responsibility in a game is to shoot to score for my team. It is important that I have a good chest pass and can also shoot accurately.

I videoed my performance in order to analyse the effectiveness of my performance. In looking at the video these are my strengths and weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>✓ Moving into space – I used agility to move quickly away from the defenders. This helped me to move the ball down the court towards the goal.</li> <li>✓ Chest pass – this was accurately used in the game as each time I passed the ball, it successfully reached my team mate. This suggests I have a good technique.</li> <li>✓ Shooting technique – I scored three goals during the game.</li> <li>✓ Footwork – during the game, I was not pulled for footwork. I am able to land correctly</li> </ul>	<ul style="list-style-type: none"> <li>✗ Overhead shoulder pass – often this wasn't high enough which means that the defender could intercept it.</li> <li>✗ Defending – when my team lost possession of the ball, I was sometimes slow to get in front of my partner and defend.</li> </ul>

### Skill 1: Chest pass

As the chest pass is an important skill needed in the game, especially for my position as goal attack, I have decided to break down this skill to analyse the strengths and weaknesses in my technique.



Strengths	Weaknesses
<ul style="list-style-type: none"> <li>✓ Hands placed behind the ball – this gives me a good firm grip on the ball</li> <li>✓ Stepping forward into the pass – this helps to increase the power of the pass</li> <li>✓ Wrist and fingers straightened – this also helps to give the ball direction.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Not much power in my pass – the speed of my pass is slower than some of my team mates. I would like to increase the power so that the ball goes to the intended player quickly.</li> </ul>
<p><b>Suggestions for improvement</b></p> <p>In order to improve the power in my pass I could carry out the following activities:</p> <ul style="list-style-type: none"> <li>- Chest pass drills – I could include more chest pass drills, such as pass and move or a small 3 v 2 possession game.. During these drills I will concentrate on the speed at which I extend my arms, wrist and fingers. This should help to improve the overall power of my chest pass</li> <li>- I could change the equipment I use. For example, using a medicine ball would strengthen my wrists and improve strength of my tricep muscles.</li> </ul>	

## Skill 2: Shooting technique

As a goal attack, it is important that my shooting technique is accurate so that I can score and ultimately help my team to win. Therefore I have analysed my technique to see if I can improve it further.



Strengths	Weaknesses
<ul style="list-style-type: none"> <li>✓ Feet are shoulder width apart – this helps me to keep my balance whilst taking the shot</li> <li>✓ The ball is balanced on my finger tips</li> <li>✓ Body is extended when the ball is released – this helps to gain height so that it goes over the defender towards the net</li> <li>✓ After I have taken my shot I always go for the rebound – therefore if I miss the shot I am more likely to keep possession and re-take the shot</li> </ul>	<ul style="list-style-type: none"> <li>✗ Ball is not high above the head – it may not get past a tall defender and that there is more chance of the ball being intercepted.</li> <li>✗ Small bend in the knees (I could bend them more to generate more height and power)</li> <li>✗ Not on my tip toes to gain full body extension and to give more height to the shot</li> <li>✗ Generally not as confident shooting from further back in the shooting circle</li> </ul>
<p><b>Suggestions for improvement</b></p> <p>In order to improve my shooting technique I could carry out the following activities:</p> <ul style="list-style-type: none"> <li>- During my netball training I could try shooting from a variety of positions in the shooting circle.</li> <li>- Add active defenders into the shooting drill to encourage me to lift the ball higher above my head</li> </ul>	

## OBSERVATION RECORD

<b>Learner name:</b>	Olivia Inness		
<b>Qualification:</b>	BTEC Level 1 Introductory Certificate in Sport		
<b>Unit number &amp; title:</b>	SP7 : Playing Sport		
<b>Description of activity undertaken</b>			
Try-out session where Olivia and others showed what skills they had for netball. Looking for skills but also the team approach and how they would look to improve.			
<b>Assessment criteria targeted</b>			
AP1, AM1, AD1			
<b>How the activity covers the requirements of the assessment criteria (this does not confirm achievement of assessment criteria or confer an assessment decision)</b>			
I watched Olivia in her first session and techniques relevant to the sport and some were not executed correctly. She did show some skills. Olivia is graded at having achieved <b>AP1</b> .			
Olivia has been given a video this session to review her performance. She was able to look at skills that needed to be improved.			
<b>Learner name:</b>	Olivia Inness		
<b>Learner signature:</b>	<i>Olivia Inness</i>	<b>Date:</b>	19 April 2017
<b>Assessor name:</b>	Amina Marka		
<b>Assessor signature:</b>	<i>Amina Marka</i>	<b>Date:</b>	19 April 2017

<b>Learner name:</b>	Olivia Inness		
<b>Qualification:</b>	BTEC Level 1 Introductory Certificate in Sport		
<b>Unit number &amp; title:</b>	SP7 : Playing Sport		
<b>Description of activity undertaken</b>			
Second try-out session to see if improvements had been made and if Olivia is now ready to go into the first team.			
<b>Assessment criteria targeted</b>			
AM1, AD1			
<b>How the activity covers the requirements of the assessment criteria</b> (this does not confirm achievement of assessment criteria or confer an assessment decision)			
<p>I then saw Olivia in the next practice and she had out into practice what she said she would. She now correctly and effectively used skills and techniques in netball (mainly the passing skills) that are needed to make the first team.</p> <p>Olivia has shown the skills and techniques needed, correctly and effectively, to achieve <b>AM1</b> and <b>AD1</b>.</p> <p>A second video was recorded to show how she had improved.</p> <p>This development has shown Olivia is ready for the first team.</p>			
<b>Learner name:</b>	Olivia Inness		
<b>Learner signature:</b>	<i>Olivia Inness</i>	<b>Date:</b>	18 May 2017
<b>Assessor name:</b>	Amina Marka		
<b>Assessor signature:</b>	<i>Amina Marka</i>	<b>Date:</b>	18 May 2017

ASSESSMENT RECORD SHEET				
Programme		BTEC Level 1 Introductory Certificate in Sport	Learner name	Olivia Inness
Assignment title		First Team Tryout	Assessor name	Amina Marka
Unit no. & title		Unit SP7 : Playing Sport	Targeted learning aims/assessment criteria	AP1, AM1, AD1, BP2, BM2, BD2
<b>First Submission</b>				
Deadline		14 April 2017	Date submitted	28 April 2017
Targeted criteria	Criteria achieved? (Yes / No)	Assessment comments		
AP1	Yes	You showed clear evidence in Video 1 of relevant skills and techniques being used fairly well. Some skills need developing to achieve a higher grade. You have focussed on two skills in netball; chest pass and shooting technique. Techniques are identified within the strengths, weaknesses and suggestions for improvement.		
AM1	No			
AD1	No			
BP2	Yes	Clear evidence supports attainment of B.P2 and B.M2. Explicitly, you identified and outlined areas for improvement. Suggestions to improve performance are provided with activities to assist this. B.D2 is not awarded as there is no evidence of sport specific drills which would be expected for example, within the chest pass section ways to improve power. Additionally, within the shooting techniques suggestions for improvement, you could have offered suggestions about shooting drills in order to improve accuracy.		
BM2	Yes			
BD2	No			
<b>General comments</b>				
Good work Olivia. I was so pleased with the way you progressed and how much more confident you became when you analysed your own efforts.				
<b>Assessor declaration</b>		I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature		<i>Amina Marka</i>	Date	9 May 2017

