



Unit 35: Practical Sports Performance

Delivery guidance

Approaching the unit

The aim of this unit is to develop learner understanding of different sports. The unit should be delivered practically where possible, although there is a need for classroom-based delivery for some components of the content. When considering which sports to deliver to learners, it is important that the centre selects sports that are both accessible and easily understood. For example, sports with complex rules, which learners have never played previously, may prevent progress.

In order to deliver this unit, a centre will need to have appropriately qualified staff and adequate facilities and equipment to deliver the chosen sports to learners.

Delivering the learning aims

Learning aim A

When delivering this learning aim, learners should be given the opportunity to initially learn about different sports through practical participation, where possible. The delivery of sessions to learners should focus on the application of the technical and tactical demands of different sports. In addition to the practical delivery of this learning aim, it would also be helpful for learners if they could observe elite performers applying the technical and tactical demands of selected sports; this will give learners the best practice. The combination of observation and participation in the technical and tactical demands of sports will give learners a greater understanding of a sport.

Learning aim B

When delivering this learning aim, learners could continue to participate in the sports that they have been introduced to in learning aim A, or they could choose to be assessed in completely different sports. Learners must be given the opportunity to participate in team or individual sports. Team sports can include double versions of individual sports, for example badminton doubles and tennis doubles. Learners are required to be able to perform in competitive situations for their assessment; it is therefore important that learners are assessed in sports in which they can competently participate, applying both techniques and tactics.

Learning aim C

For the final learning aim of this unit, learners should be introduced to different methods used to review sports performance. Learners could be encouraged to do this through observing elite sports performers and using different methods of assessment to analyse performance. When learners have developed the ability to use the methods of assessment effectively, they should then be encouraged to use them to carry out peer assessments. This will enable learners to observe performers of a similar ability to themselves and also enable them to view more areas for development.

It is important that in addition to learning about different assessment methods, learners are also encouraged to develop a further understanding of activities and training methods that could be used to further develop the performance of sports performers.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore skills, techniques and tactics required in selected sports	A1 Individual and team sports A2 Classification of skills required in sport A3 Skills and techniques required to perform in a sport A4 Tactical demands applied in sports	A report evaluating how participants use skills, techniques and tactics required in individual and team sports, justifying why these are suitable for the sports performance.
B Use skills, techniques and tactics in an individual or team sport	B1 Safe and appropriate practical performance demonstration and participation	Photographic/video evidence of learners using skills, which can be supported by observation records, and followed up by a review of own performance with recommendations for improvements.
C Review own performance in an individual or team sport to inform future development	C1 Assessment methods to review the performance of the skills, techniques and tactics in team sports C2 Reviewing performance in selected sports C3 Developments to improve performance	

Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

To deliver the selected sports consideration should be given to both physical and human resources. To access Merit grade and above, learners are required to compete in a competitive situation in each sport, so the centre must have adequate learners to compete in the sport(s) (in line with the rules/laws of the sports). The centre must also have access to a facility that can accommodate a competitive situation in each selected sport.

The staff within the centre who deliver the sports to learners are also required to be able to effectively coach each sport to give learners adequate knowledge of the technical and tactical demands and the rules/laws and regulations of the sports. The use of both observation records and video evidence is encouraged for this unit as supporting evidence for learner reflections on their strengths and areas of improvement.

It is recommended that video evidence required for practical assessments in learning aim B should be collected by assessors throughout the delivery of the unit as soon as they feel learners have had adequate time to practise the skills, techniques and tactics of their chosen sport.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

In this unit learners should be provided with the opportunity to develop their own practical performance in an individual or team sport, focusing on the application of skills, techniques and tactics and reflecting on their performance. They should have the opportunity to practise and refine their individual skills and techniques, investigating and experiencing different areas of technical and tactical demands of a sport and developing their knowledge of assessment methods to review their own sporting performance and make plans for future improvements.

Learning aim A – Explore skills, techniques and tactics required in selected sports

- Learners should be introduced to the skills, techniques and tactics of different sports initially through practical participation.
- Careful consideration should be given to the delivery of the practical element for this unit. Learners need to develop a thorough understanding of the skills, techniques and tactics of a sport. When doing this, the tutor/practitioner who is delivering this component of the course should break down each part to ensure that learners develop an understanding of the relevant component. This could be done through coaching skills in isolation, and applying skills, techniques and tactics in conditioned practices.
- After learners have been introduced to a number of sports (at least two) through practical participation, they should then be encouraged to observe elite performers participating in competitive situations (this does not have to be live performances). Through observing elite sports performers, learners should develop a greater appreciation of the correct application of each skill, technique and tactic.
- When asking learners to observe elite sports performers in action, it may be an option to introduce some of the elements that will be covered in learning aim C. Learners being introduced to different methods of analysing performance at this stage could be encouraged to develop their ability to use some of these assessment methods when reviewing their own performance.
- Learners could also be encouraged to complete peer analysis of the application of skills, techniques and tactics in selected sports.

Learning aim B: Use skills, techniques and tactics in an individual or team sport

- It is important that a suitable amount of time is provided to allow for developments in learners' sporting skills, techniques and tactics.
- Appropriate facilities are essential to allow for competitive game situations and in which logical assessments can take place.
- Careful consideration of the sport/s to be developed must be given for your cohort of learners. Learners can choose to be observed in a selected sport if applicable.
- Learners should be coached and allowed to practise the relevant skills and techniques in a progressive manner. (These learning strategies should be shared with learners and their value discussed.)



- Your cohort of learners is likely to have a range of ability levels. The groups during the practice should be managed to stretch and challenge the stronger players, while also ensuring the achievements of players with lower ability. It may be beneficial for some sports to use a buddy system to facilitate peer learning and skills development.
- The practical session should incorporate the systematic inclusion of demonstration, isolated practice scenarios and conditioned practice (e.g. small-sided games and actual competitive games following NGB regulations).
- It is advised that video be used for the practical assessment of this unit, for internal and external moderation purposes.

Learning aim C: Review own performance in an individual or team sport to inform future development

- It may be beneficial to ask learners to complete a participation log to evaluate the development of their skills during the delivery of the practical aspect of this unit. This may help augment learners' ability to produce a detailed and critical evaluation, particularly regarding their skill development.
- Some of the reflective procedures should be shared with learners during their practical sessions.
- Ideally, video recording of the practical assessment should be shared with learners in follow-up classroom sessions.
- To encourage detailed analysis of their performance, a range of methods of evaluation should be discussed with learners in a classroom setting. Examples of how this is carried out at elite level should be discussed with your learners. The more able learners will be able to evaluate the limitations of some analysis methods and apply these considerations in their own reflection.
- Learners should complete this unit by engaging in research to investigate methods to improve their skills, technical aspects and tactical game awareness. A SMART target template should be provided for learners. Logical courses, qualifications and where to seek advice should also be included.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 24: Applied Sports Anatomy and Physiology
- Unit 25: Sports Injuries Management
- Unit 26: Nutrition for Physical Performance
- Unit 27: Sports Psychology
- Unit 29: Technical and Tactical Skills in Sport
- Unit 31: Influence of Technology in Sport and Physical Activity.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

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

Griffin LL, Mitchell SA and Oslin JL, *Teaching Sport Concepts and Skills: A Tactical Games Approach*, Leeds: Human Kinetics, 1997 ISBN 0880114789

Jones S, *Rugby: Passing, Catching, Kicking (Know the Game Skills)*, London: A&C Black, 2009 ISBN 9781408114100

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

Redknapp H, *Soccer Skills and Tactics*, Paragon, 2002 ISBN 9780752590448

Volleyball England, *Volleyball (Know the Game) (Third Edition)*, London: A&C Black, 2006 ISBN 071367900X

Woodlands J, *The Netball Handbook*, Human Kinetics Europe Ltd, 2006 ISBN 9780736062657

Videos

A range of videos involving elite sports competition are suggested for this unit.

Advanced Badminton (DVD) (NTSC) – United States National Champion, Kevin Han, demonstrates how to become a top-level badminton player.

Basketball Power Forward Skills and Drills – Optimize Your Skills – Become a Better Player – Techniques and skills to achieve high-level basketball performance.

Cilene Drewnick: Building an All-Around Volleyball Athlete with Brazilian Training Methods (DVD) – Training techniques to be successful in volleyball.

FA Cup Final: 2006 – The Gerrard Final (DVD) – Features the classic 2006 FA Cup final between Liverpool and West Ham United.



London 2012: Gymnastics – Going for the Gold (DVD) – Features performances from the 2012 London Olympics.

Rugby World Cup 2015: The Final (DVD) – Coverage of the 2015 Rugby Union World Cup final between Australia and New Zealand.

The Australian Open Tennis Championships 2012: Men's Final (Novak Djokovic V Rafael Nadal) (DVD) – Features the classic men's final from 2012.

The greatest moments in track and field – Sprint and Field Events (DVD) – Features a range of world-class performances in track and field athletics.

Websites

www.badmintonengland.co.uk – Badminton Association of England

www.britishcycling.org.uk – British Cycling

www.britishgymnastics.org.uk – British Gymnastics

www.britishswimming.org – Amateur Swimming Association

www.britishvolleyball.org – British Volleyball Association

www.englandbasketball.co.uk – English Basketball Association

www.fifa.com – The official website for world football

www.lta.org.uk – The Lawn Tennis Association

www.olympics.org.uk

www.thefa.com – The Football Association

www.uefa.com – The official website for Union of European Football Associations

www.ukathletics.net – UK Athletics

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.