

THE
DUSTON^{TDS}₄₋₁₉
SCHOOL

Knowledge
Organiser

BTEC Sport Unit 2



Enquiry Question:

Do you understand the Rules , Regulation, scoring systems and the roles of officials in sport.

Big questions that will help you answer this enquiry question:

Learning Aim A—Do you understand the rules, regulations and scoring systems for selected sports

In this element you will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. You might also decide to take part in National Governing Body coaching and leadership awards to reinforce and extend your knowledge and qualifications in this area.

Learning Aim B—Can you practically demonstrate skills, techniques and tactics in selected sports

Here you will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment

Learning Aim C—Can you review sports performance

In this section you will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance. You will also be encouraged to consider plans to develop your performance within the selected sports.

Assignments

Learning Aim A Assignment (Word Document).

Section 1:

Describe the **Rules, Regulations and scoring systems** of two sports.

Section 2:

For each of our different sporting situations in one of these sports apply the rules explaining what decisions were made and the reasons why.

Section 3:

Describe the **roles and responsibilities** of the officials in **two selected sports**

Learning Aim B Assignment (Word Document)

Section 1: Describe the **Technical and Tactical demands** of **two sports**

** Section 2 is the practical component where you have to demonstrate the ability to use **skills, techniques and tactics** effectively in **two sports**.

Learning Aim C Assignment (Word Document)

Section 1: Independently produce an **observation checklist** that can be used to review your own performance in **two selected sports**.

Section 2: Review your performance in the two sports. Describing, in detail, **strengths and areas for improvement**.

Assessment Criteria

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the rules, regulations and scoring systems for selected sports			
1A.1 Describe the rules, regulations and scoring systems of a selected sport. #	2A.P1 Describe the rules, regulations and scoring systems of two selected sports. #	2A.M1 For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems. #	2A.D1 Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport. #
1A.2 Apply the rules of a selected sport in two given specific situations.	2A.P2 Apply the rules of a selected sport in four specific situations.		
1A.3 Describe the roles of officials from a selected sport.	2A.P3 Describe the roles and responsibilities of officials from two selected sports.		
Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports			
1B.4 Describe the technical demands of two selected sports.	2B.P4 Describe the technical and tactical demands of two selected sports.		
1B.5 Use relevant skills and techniques effectively, in two selected sports, in isolated practices.	2B.P5 Use relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.	2B.M2 Use relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to review sports performance			
1C.6 Produce, with guidance, an observation checklist that can be used effectively to review own performance in two selected sports. #	2C.P6 Independently produce an observation checklist that can be used effectively to review own performance in two selected sports. #		
1C.7 Review own performance in two selected sports, identifying strengths and areas for improvement.	2C.P7 Review own performance in two selected sports, describing strengths and areas for improvement.	2C.M3 Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.	2C.D2 Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.

Homework

Homework will be set twice per week, Homework tasks will be dependent upon the stage reached within individual assignments .

Likely tasks will include:

- Researching for assignment content
- Production of assignment content/notes
- Extension work in order to attain higher grades

Key Content

To be evidenced within each assignment

What needs to be learnt

Learning aim A: Understand the rules, regulations and scoring systems for selected sports

Topic A.1 Rules (or laws):

Rules (or laws) as regulated by the national or international governing body for the sport. For example, FIFA (Fédération Internationale de Football Association) laws of football, IRB (International Rugby Board) laws of rugby, BWF (Badminton World Federation) rules of badminton, IOF (International Orienteering Federation) rules of orienteering.

Topic A.2 Regulations:

For example, relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper).

Topic A.3 Scoring systems:

For example, the method of scoring goals or points, method and/or requirements of victory.

Topic A.4 Application of the rules/laws of sports in different situations:

For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, charging in lead-up to scoring in basketball, forward pass resulting in a try in rugby.

Topic A.5 Sports:

For example, cricket, hockey, netball, rounders, volleyball, wheelchair basketball, golf, trampolining, table tennis, archery, judo, cross-country running, Boccia, fencing, orienteering, skiing, canoeing, sailing, mountain biking.

Topic A.6 Roles of officials:

For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official.

§ Topic A.7 Responsibilities of officials:

For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals).

continued

Key Content

To be evidenced within each assignment

What needs to be learnt

Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports

Topic B.1 Technical demands:

These are the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to sport.

§ Topic B.2 Tactical demands:

For example, decision making, defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.

Topic B.3 Safe and appropriate participation:

The demonstration of skills, techniques and tactics within a controlled environment, for example, no competition, drills, set plays.

Topic B.4 Relevant skills and techniques:

The skills and techniques relevant to the selected sport and practice.

§ Topic B.5 Relevant tactics:

The tactics relevant to the selected sport and practice/situation.

Topic B.6 Effective use of skills and techniques, and the correct application of each component:

For example, rugby conversion, including head position, body position, placement of non-kicking foot, placement of kicking foot, connection with the ball.

§ Topic B.7 Effective use of skills, techniques and tactics:

The use of skills and techniques within conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

Topic B.8 Isolated practices:

For example, skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.

§ Topic B.9 Conditioned practices:

For example, small-sided games, a limited number of touches, a set number of defenders or attackers.

§ Topic B.10 Competitive situations:

For example, full-sided games, with appropriate opposition, with match officials.

continued

Key Content

To be evidenced within each assignment

What needs to be learnt

Learning aim C: Be able to review sports performance

Topic C.1 Observation checklist:

For example, to review performance in selected sports using video analysis:

- technical demands of sport (skills and techniques)
- production of a checklist suitable for self-analysis of performance in selected sports
- § tactical demands of sport.

Topic C.2 Review performance:

- strengths and areas for improvement: skills and techniques, specific to the sport and non-specific, e.g. fitness
- self-analysis: completion of observation checklist, e.g. use of video
- § strengths and areas for improvement: tactics, the effectiveness of decision making
- § activities to improve performance: (short-term and long-term goals) e.g. training programmes, use of technology, attending courses, where to seek help and advice.

Key Content

Wider Reading

Textbooks

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Philippo, P. and Sergison, A., (2012) *BTEC First Sport Student Book*, Pearson Education (ISBN 978 1 44690 161 8)

Commons, R., Rizzo, G. and Swales, M. (2010) *Level 2 BTEC Firsts in Sport Student's Book*, Oxford, (ISBN 978 1 85008 515 7)

BTEC First Sport Level 2 Assessment Guide: Fitness for Sport and exercise Unit 1 and Practical Sports Performance Unit 2 (BTEC Sport Assessment Guide), Hodder, 2013

Jennifer Stafford-Brown, Simon Rea, Katherine Howard and Andrew Bardsley

Websites

www.britishswimming.org

Amateur Swimming Association

<http://www.teamgb.com/>

The British Olympic Association

www.thefa.com

The Football Association

www.rfu.com

The Rugby Football Union

www.sportsleaders.org

Sports Leaders UK

www.sportofficialsuk.com

Sports Officials UK

www.ukathletics.net

UK Athletics

www.uk sport.gov.uk

UK Sport

Key Content

Terminology

PASS CRITERIA.

Describe Give a detail account of something; think of it as painting a picture with words

Define To give a brief meaning of something

Outline A brief description of something that concentrates on the main topic or item

Illustrate Give examples or diagrams to help show what you mean

Identify Point out (choose the right one) or give a list of the main features or prove something as being certain

Interpret Give the meaning of something

Plan Write a plan of how you intend to carry out the activity

State Give a full account

Summarise Give the main points or essential features of an idea or a discussion; do not include unnecessary details that could confuse the main topic of concern

List A record that includes an item-by-item record of relevant information

MERIT CRITERIA.

Explain Give a detailed account to give the meaning of something with reasons; include the 'how' and 'why' of the topic of interest

Compare/Contrast Show the similarities between the two areas of interest and also the differences between the two, or the advantages and disadvantages

Discuss Examine the advantages and disadvantages of the subject of interest and then try to complete the discussion with a conclusion

Account for Explain the process or give a reason to explain the reason for something being the way it is

Demonstrate Give a number of related examples or details from a variety of sources to support the argument you are making; in a practical situation, this means that you must practically carry out the activity or skill while being observed

Distinguish Explain the differences

Examine Inspect something closely

DISTINCTION CRITERIA

Analyse Explore the main ideas of the subject, stating how they are related, why they are important and how each one contributes to the main area of interest

Critically analyse Give your opinion of the subject of interest, both the advantages and disadvantages, after having considered all the evidence

Conclude After having given evidence to support your opinion or argument give a reasoned judgement

Assess Give your judgement on the importance of something

Criticise Analyse a topic or issues objectively – give both the advantages and disadvantages and then make a decision based upon the evidence you present

Evaluate Give evidence to support the good and bad points of the topic and then give your opinion based upon the evidence

Justify Give supported reasons for your view to explain how you have arrived at these conclusions