

THE
DUSTON **TDS** **4-19**
SCHOOL

Knowledge

Organiser

BTEC Sport Unit 2



Enquiry Question:

Do you understand the Rules , Regulations, 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 by participating as an officials in action. You will compare the role of officials across two sports as well as suggesting how the rules and regulations can be improved.

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

Here you will take part in a variety of sports. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment.

You will need to be able to describe the components of fitness, technical and tactical demands of the two sports.

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 (Power point and video footage)

Section 1: PowerPoint

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

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

Describe how the game could be improved either by a **change of rules** or the use of **technology** could be used in the two chosen sports to enhance the accuracy of decision making.

Section 2: Video footage and explanation

For one of your chosen sports officiate a full game showing **4 officiating situations**.

Learning Aim B Assignment (Poster, table and video footage)

Section 1: Poster and table

produce a poster for each of the two sports detailing the **components of fitness** needed.

Produce a table detailing describing **tactics, skills and techniques** for both sports

Section 2: Practical demonstration

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.

Wider Reading

Textbooks

Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, 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.sportsofficialsuk.com

Sports Officials UK

www.ukathletics.net

UK Athletics

www.uksport.gov.uk

UK Sport

Key Content

Terminology