

BTEC National (Level 3) in Sport

Student name:	Centre number:	
Teacher:	Date assignment issued:	
Final completion date:	Credit value – 10	Unit code – K/502/5784
Assessor's name:		

Unit 27 Assignment: Technical and tactical skills in sport

Welcome to the Unit 27 Assignment of the BTEC National (Level 3) in Sport. In order to make sure that you complete the unit on time and meet all your deadlines, each assignment is broken down into key tasks. Each task shows the part of the assessment/grading criteria that it relates to, such as P1, P2, etc. After the assignment tasks there is a 'Self-assessment deadline checklist', where you can add in the deadlines for each task, to help keep you on track.

All sports require some form of technical ability, and in order to use these technical abilities and be able to perform, tactics are required. A sports performer should be aware of both the technical and tactical requirements.

Some skills can be general and can be used across all sports, including running, jumping, throwing and catching. Other skills are specific to only a few sports, or even just one sport, including the volleyball serve, the golf swing and the sprint start used in athletics.

Tactics are actions and strategies planned to achieve an overall objective – in sport that objective is predominantly to win. Tactics can depend on a number of factors such as opposition, players available for selection, the importance of the game/match and possibly even weather. Even the greatest players in the world must have tactical awareness and consider such factors.

This unit looks at the technical skills and tactics required in selected sports. This leads on to looking at individual performers and their abilities in the areas that their sports demand. You will examine their own abilities in competitive situations and over a period of time. Finally, you will consider their development, technically and tactically, producing a plan to help them optimise their own sports performance in a selected sport.

The learning outcomes of the unit are for you to:

1. Understand the technical skills and tactics demanded by selected sports
2. Be able to assess the technical and tactical ability of an elite sports performer
3. Be able to assess your own technical and tactical ability

Scenario

Different scenarios are used throughout this assignment. Please see individual tasks for details.

Resources

Textbooks

Adams, M. et al. *BTEC Level 3 National Sport (Performance and Excellence) Student Book* (Pearson, 2010)

Adams, M et al. *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Pearson, 2010)

Adams, M. et al. *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010)

Howley, E. T. and Franks, B. D. *Health Fitness Instructor's Handbook* (Human Kinetics Europe, 2003)

Palastanga, N. *Anatomy and Human Movement* (Butterworth-Heinemann, 2006)

Sharkey, B. J. and Gaskill, S.E. *Fitness and Health* (Human Kinetics, 2006)

Stafford-Brown, J. et al *BTEC National Sport and Exercise Science* (Hodder Arnold, 2007)

Tortora, G. J. and Derrickson, B. H. *Principles of Anatomy and Physiology* (John Wiley and Sons, 2008)

Journals

Health and Fitness Journal (American College of Sports Medicine)

International Journal of Sports Science and Coaching

British Journal of Sports Medicine

Medicine and Science in Sports and Exercise

Exercise and Sport Sciences Reviews

Research Quarterly for Exercise and Sport

Websites

American College of Sports Medicine
www.acsm.org

Human Kinetics www.humankinetics.com

British Association of Sport and Exercise Sciences
www.bases.org.uk

Sport Science www.sportsci.org

Sports Coach UK www.sportscoachuk.org

Coachwise www.1st4sport.com

Top End Sports www.topendsports.com

Portfolio of evidence

You will need to complete and hand in Task sheets 27.1.1, 27.1.2, 27.1.3, 27.2, 27.3.1i and 27.3.1ii as well as completing the other aspects of the assignments.

Assessor summary feedback

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Internal verifier feedback

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Student declaration

I certify that the work submitted for this assignment is my own.

Student signature:	Date:
Assessor signature:	Verifier signature:

Task 1

P1 M1

Compare the technical and tactical skills of three sports

You have been assigned to take part in a project with Sports Hull, which aims to educate more coaches and athletes in the town so as to raise standards in sport. The aim of this project is to attract more elite athletes from the City.

You are shadowing an experienced sports coach in the development of athletes and sports performers. Your first task is to make an oral presentation to the executive committee at Sports Hull which explains (P1) and compares and contrasts (M1) the technical and tactical demands of three contrasting sports. Completing Task sheets 27.1.1, 27.1.2 and 27.1.3 will help you with this task.

Task 2

P2 P3 M2 D1

Assess the technical and tactical ability of an elite performer

The executive committee are pleased with your presentation and have now given you the task of studying an elite athlete. You need to produce a written report which includes the following:

- An observation checklist that has been used to assess the technical and tactical ability of an elite performer in a selected sport (P2)
- Evidence that the observation checklist has been used on an identified elite performer, identifying strengths and areas for improvement (P3)
- A letter that could be posted to the athlete which provides an explanation of their strengths and areas for improvement, making suggestions for development (M2). You need to justify the development suggestions to gain the higher grade (D1).

Task sheet 27.2 will help you with this task.

Task 3

P4 P5 P6 M3 M4 M5 D2

Assessment of own skills and future development

The observation of the elite athlete has provided some useful information for the committee. However, they realise that, within the City, there are far more athletes striving to improve their standards from the recreational and participation strands of the performance pyramid. With this in mind, they have given you the task of producing some materials and evidence to assist in the improvement of athletes at this level. Produce a written report which contains the following information:

- Evidence that an observation checklist has been used to assess your own technical and tactical ability in a competitive situation for a selected sport, identifying (P4) and explaining (M3) your own strengths and areas for improvement
- Evidence that you have designed and used a four-week diary which logs your own technical and tactical ability in a selected sport, identifying (P5) and explaining (M4) your strengths and areas for improvement
- Evidence that you have produced a development plan, based on the results contained in the diary, to improve your own tactical and technical ability in the selected sport (P6). The development plan should be linked in more detail to identified strengths and areas for improvement (M5), justifying suggestions made to gain the higher grade (D2).

Completing Task sheets 27.3.1i and 27.3.1ii will help you with this task.

Self-assessment deadline checklist

Task	What you will have produced	Deadline
Task 1 is linked to P1 and M1	An oral presentation which explains (P1) and compares and contrasts (M1) the technical and tactical demands of three contrasting sports	
Task 2 is linked to P2, P3, M2 and D1	<p>A written report which includes the following:</p> <ul style="list-style-type: none"> • An observation checklist that has been used to assess the technical and tactical ability of an elite performer in a selected sport (P2) • Evidence that the observation checklist has been used on an identified elite performer, identifying strengths and areas for improvement (P3) • A letter that provides an explanation of the athlete's strengths and areas for improvement, making suggestions for development (M2) and justifying the development suggestions (D1). 	
Task 3 is linked to P4, P5, P6, M3, M4, M5 and D2	<p>A written report which contains the following information:</p> <ul style="list-style-type: none"> • Evidence that an observation checklist has been used to assess your own technical and tactical ability in a competitive situation for a selected sport, identifying (P4) and explaining (M3) your own strengths and areas for improvement • Evidence that you have designed and used a four-week diary which logs your own technical and tactical ability in a selected sport, identifying (P5) and explaining (M4) your strengths and areas for improvement • Evidence that you have produced a development plan (based on the results contained in the diary) to improve your own tactical and technical ability in the selected sport (P6) which is linked to identified strengths and areas for improvement (M5) and justifies suggestions made (D2). 	

Unit 27: Technical and tactical skills in sport

Unit code: K/502/5784	Credit value: 10	Guided learning hours: 60
Total number of weeks: 20	No of sessions per week: 3	Hours per session: 1

Sessions	Outcome or topic	Activities	Resources	Links
1	Introduction to the unit, assessment Importance of technical skills and tactics in sport	Introduce technical skills and tactics in sport and learners will take notes. Initiate a discussion on technical skills and tactics in sport. Introduce self-evaluation. Learners will complete Worksheet 17.1.1.	Indicative content Grading grids Help sheet 27.1 Worksheet 27.1.1	P1
LO1 Understand the technical skills and tactics demanded by selected sports				
2	The technical skills and tactics required for the sport football	Introduce the skills and tactics required for football, e.g. choice of pass, shot, positioning, use of space, attacking and defensive play. Learners will analyse football as a sport through a class discussion. Learners will analyse skills and tactics of football through video footage, practical and discussion. Learners will complete Task sheet 27.1.1.	Task sheet 27.1.1 Video Internet Recommended websites	P1
3	The technical skills and tactics required for the sport netball	Introduce the skills and tactics required for netball, e.g. choice of pass, positioning, use of space, attacking and defensive play. Learners will analyse netball as a sport through a class discussion. Learners will analyse skills and tactics of netball through video footage, practical and discussion. Learners will complete Task sheet 27.1.2.	Task sheet 27.1.2 Video Internet Recommended websites	P1, M1

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Sessions	Outcome or topic	Activities	Resources	Links
4	The technical skills and tactics required for the sport basketball	<p>Introduce the skills and tactics required for basketball, e.g. choice of pass, shot, positioning, use of space, attacking and defensive play.</p> <p>Learners will analyse basketball as a sport through a class discussion.</p> <p>Learners will analyse skills and tactics of basketball through video footage, practical and discussion.</p> <p>Learners will complete Task sheet 27.1.3.</p>	<p>Task sheet 27.1.3</p> <p>Video</p> <p>Internet</p> <p>Recommended websites</p>	P1, M1
5		<p>Introduce Task 1 of the assignment.</p> <p>Learners will start research for Task 1.</p> <p>Learners will start Task 1 of the assignment with teacher support, and prepare their group presentations.</p>	<p>Video</p> <p>Internet</p> <p>Recommended websites</p>	P1, M1
6		<p>Learners will carry out their presentations.</p> <p>Learners will complete Task 1.</p>	<p>PowerPoint</p> <p>Flipchart</p> <p>Whiteboard</p>	P1, M1
LO2 Be able to assess the technical and tactical ability of an elite sports performer				
7		<p>Introduce learners to observation checklists and performance profiles which include the following elements:</p> <ul style="list-style-type: none"> • selection of skills • application of skills • tactical awareness • application of tactics • ability to defend and attack • shot selection • pass selection. <p>Initiate a discussion about how they can be used to assess the tactical ability of an elite sports performer.</p> <p>Learners will complete Task sheet 27.2.</p> <p>Learners will watch a selected video of an elite performer and complete a performer's profile checklist.</p>	<p>Observation checklist</p> <p>Performance profile checklist</p> <p>Video/DVD</p> <p>Internet</p> <p>Recommended websites</p> <p>Help sheet 27.1</p> <p>Task sheet 27.2</p>	P2, P3

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Sessions	Outcome or topic	Activities	Resources	Links
8	Comparison of a selected skill in two elite performers	<p>Ask learners to select a skill from a chosen sport.</p> <p>Learners will compare the chosen skill in two elite performers and must comment on the similarities and differences.</p> <p>Learners will share their findings with the class.</p>	<p>Internet</p> <p>Recommended websites</p>	P3, M2, D1
9	The importance of training for an elite athlete	<p>Ask learners how they train to improve their skills and maintain their fitness levels.</p> <p>Learners will research how their chosen elite performer maintains fitness (this could involve a guest speaker).</p>	<p>Internet</p> <p>Recommended websites</p>	P3, M2, D1
10	Observational analysis	<p>Learners will observe a live performance or a video of their chosen elite performer.</p> <p>Learners will complete an observation sheet for their elite performer's assessment.</p>	<p>Live performance/ video</p> <p>Observation sheet</p> <p>Internet</p> <p>Recommended websites</p>	P2, M2, D1
11	Nutrition recommendations	<p>Introduce nutrition.</p> <p>Ask learners to write a list of yesterday's food intake.</p> <p>Learners will complete Worksheet 27.3.1.</p>	<p>Internet</p> <p>Recommended websites</p> <p>Worksheet 27.3.1</p>	P3, M2, D1
12	Fitness and psychological aspects	<p>Learners will work on a given case study.</p> <p>Outline the importance of recommending psychological guidance to aid performance.</p>	<p>Internet</p> <p>Recommended websites</p>	P3, M2, D1
13		<p>Introduce Task 2 of the assignment.</p> <p>Learners will start research for Task 2 with teacher support, and continue in their free time.</p>	<p>Internet</p> <p>Recommended websites</p>	P2, P3, M2, D1
14		<p>Learners will continue research for Task 2 of the assignment with teacher support, and do further research in their free time.</p>	<p>Internet</p> <p>Recommended websites</p>	P2, P3, M2, D1

Unit 27 Technical and tactical skills in sport

Sessions	Outcome or topic	Activities	Resources	Links
15		Learners will continue research for Task 2 of the assignment with teacher support, and do further research in their free time.	Internet Recommended websites	P2, P3, M2, D1
LO3 Be able to assess your own technical and tactical ability				
16	Assessment checklist Observation checklist	Introduce learners to self-assessment, including assessment checklists and observation checklists. Learners will read through the brief for Task 3. Learners will assess their own technical and tactical ability in their chosen sport. Learners may ask a coach to assess a game and fill out a checklist. Learners will evaluate their performance and identify strengths and areas for improvement in their chosen sport.	Assessment checklist Observation checklist	P4, P5, M3, M4
17	Self-assessment using observation checklist Evaluating own performance Identifying own strengths and weaknesses	Learners will record their own technical and tactical ability in a log book. Learners will use an observation checklist to assess their own technical and tactical ability. Learners will complete Task sheet 27.3.1i. Learners will evaluate their performance and identify strengths and areas for improvement in their chosen sport. Learners will complete Task sheet 27.3.1ii	Log book Task sheet 27.3.1i Task sheet 27.3.1ii	P4, P5, M3, M4
18	SMART targets Development plan	Initiate a discussion about the use of SMART targets. Learners will produce a development plan based on identified strengths and weaknesses.	Help sheet 27.1	P6, M5, D2
19		Introduce Task 3 of the assignment. Learners will start Task 3 of the assignment with teacher support, and continue in their free time.		P4, P5, M3, M4
20		Learners will continue Task 3 of the assignment with support, and complete Task 3 in their free time.		P4, P5, M3, M4

Help sheet 27.1

Key definitions

This help sheet will help learners with their work on all the assessment criteria in this unit.

Technical skills

Continuous skills – skills with no clear and defined beginning and end (e.g. walking; running; swimming; rowing; cross-country skiing)

Discrete skills – skills that have a well-defined beginning and end (e.g. golf swing; snooker shot; putting in golf; free throw in basketball)

Serial skills – a number of discrete skills placed in a sequence (e.g. high jump; triple jump; pole vault; dribbling in basketball/football; 100/110–400 metre hurdle race).

Tactical skills

Tactics are appropriate to specific sports but there are some aspects which apply in general (e.g. positioning; choice of stroke, shot or pass; set plays; offensive/defensive variation; use of space; conditions).

Elite performer

Examples include professional athlete, national representative, national champion, international champion.

Development plan

This is based on identified strengths and areas for improvement and can be achieved by setting SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound).

Task sheet 27.1.1

Technical and tactical skills: football

P1 Explain the technical and tactical demands of three contrasting sports

M1 Compare and contrast the technical and tactical demands of three contrasting sports

1. Write down what you consider to be the technical and tactical skills in football.

Technical skills:

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Tactical skills:

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2. In a small group, discuss and list the three most important technical and tactical skills in football.

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3. In a small group, plan a football training session to develop the most important technical and tactical skills you identified. You should consider:

- the breakdown of the skill (phases)
- differentiation of task (variations in difficulty and challenge to suit different ability levels)
- progression (making the training more difficult and game-specific)
- opportunities for self-evaluation and feedback.

Make notes on your training session.

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Extension

Can you justify your answer to question 2?

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Task sheet 27.1.2

Technical and tactical skills: netball

P1 Explain the technical and tactical demands of three contrasting sports

M1 Compare and contrast the technical and tactical demands of three contrasting sports

1. Write down what you consider to be the technical and tactical skills in netball.

Technical skills:

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Tactical skills:

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2. How are the technical and tactical demands of netball different or similar to those in football?

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3. In a small group, plan a netball training session to develop the most important technical and tactical skills you identified. You should consider:

- the breakdown of the skill (phases)
- differentiation of task (variations in difficulty and challenge to suit different ability levels)
- progression (making the training more difficult and game-specific)
- opportunities for self-evaluation and feedback.

Make notes on your training session.

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Task sheet 27.1.3

Technical and tactical skills: basketball

P1 Explain the technical and tactical demands of three contrasting sports
M1 Compare and contrast the technical and tactical demands of three contrasting sports

1. What shot options does a player have in an attacking position in basketball?

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2. Write down five key phases to the lay-up shot in basketball. (Use a video of the shot.)

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3. Why is the approach important in the lay-up shot?

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4. In a small group, plan a basketball training session to develop all the shooting skills in basketball. Make notes on your training session.

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Task sheet 27.2

Observation checklist for a sports performer

P2 Produce an observation checklist that can be used to assess the technical and tactical ability of a performer in a selected sport

P3 Use an observation checklist to assess the technical and tactical ability of an elite performer, in a selected sport, identifying strengths and areas for improvement

Use an observation checklist to assess your elite performer's technical and tactical skills. This is an example for football, but you can adapt it for your chosen sport.

Performer's name:	Score	Sport: Football	Score
Physical abilities		Technical skills	
Speed		Heading	
Co-ordination/balance		Attacking headers	
CV endurance/stamina		Defensive headers	
Work rate/effort		Timing/judging flight	
Agility		Shooting	
Tackling		Accuracy	
Channelled aggression		Technique	
Shielding/holding the ball up		Shot selection	
Mental abilities		Control	
Motivation/determination/drive		First touch	
Composure		Using all parts of foot	
Concentration		Body shape when receiving (play off back foot)	
Awareness/alertness		Both feet	
Creativity		Different parts of the body	
Decision making		Passing	
Attitude (communication/body language)		Accuracy	
Confidence		Weight	
Footwork		Timing	
Use of both feet		Selection of pass	
Turning skills		Both feet	
Dribbling skills		Ability to defend	
Offensive skills		Positioning	
When attacking, do they exploit weaknesses?		Bravery/commitment	
When attacking, is the passing accurate?		Communication	
When attacking, do they use opportunities to score?		Responsibility	
Shot/pass selection		Application of skills	
Do they pass/dribble/shoot when possible?		Ball retention	
Do they create attacking plays?		Support of other players	
Tactical awareness			
Do they vary their pattern of play/formation?			
Do they effectively use set plays?			

Scores: 1 = weak, 2 = good, 3 = very good, 4 = excellent

Task sheet 27.3.1i

Observation checklist (self-assessment)

P6 Produce a development plan of own technical and tactical ability, based on identified strengths and areas for improvement
M5 Relate development plan to identified strengths and areas for improvement in own technical and tactical ability
D2 Justify suggestions made in personal development plan

Complete the observation checklist to assess your own technical and tactical skills. Examples have been provided.

Game/training situation	Evidence/examples	Score 1–10
<p><i>Technical skills</i> Do you know and understand the roles and responsibilities of your position?</p>		
Can you play in different positions in your sport?		
Are you capable of varying the passes, both short and long range?		
Can you tackle, mark, block, screen, defend, control, dribble, shoot, turn, cross and communicate?		
<p><i>Selection of skills</i> Do you use your perceptual skills to place your team mates, the opposition and the ball coming towards you?</p>	<p><i>Before the ball comes to me, I always look to see what my options are for passing or controlling the ball.</i></p>	

Task sheet 27.3.1i *continued*

Game/training situation	Evidence/examples	Score 1–10
<p>Do you therefore select the right skills? Consider timing, weight and pace of a pass. Justify your decision making.</p>		
<p><i>Application of skills</i> Do you dribble and pass to create attacking opportunities? What is the frequency of your shooting and passing?</p>	<p><i>I crossed the ball five times with my right foot and three times with my left.</i></p>	
<p><i>Tactical awareness</i> How effective are you in making the right decisions and taking the correct actions in a game?</p>	<p><i>I chose to pass the ball from 30 yards out instead of shooting.</i></p>	
<p>Do you know what the right decisions are in certain situations?</p>		
<p>How quickly can you decide what skill or action to take? Do you make the right choices?</p>		
<p><i>Application of tactics</i> Do you know what you need to do to move from attack to defensive formations?</p>		
<p>Can you adapt your system of play quickly?</p>		

Scores: 1 = the lowest possible score; 10 = the highest possible score

Task sheet 27.3.1ii

Assessment of own technical and tactical skills

P6 Produce a development plan of own technical and tactical ability, based on identified strengths and areas for improvement
M5 Relate development plan to identified strengths and areas for improvement in own technical and tactical ability
D2 Justify suggestions made in personal development plan

Can you identify three technical and three tactical strengths and weaknesses in your chosen sport? Justify your answer. You will base your development plan on these strengths and weaknesses.

Technical skills	
Strengths	Weaknesses
1.	1.
2.	2.
3.	3.

Task sheet 27.3.1ii *continued*

Tactical skills	
Strengths	Weaknesses
1.	1.
2.	2.
3.	3.

Create a development plan using the SMART principle to improve your weaknesses.