



# Course Companion for BTEC Tech Award (L1/2): Sport

Component 2: Taking Part and Improving Other Participants' Sporting Performance

D Embleton

[zigzageducation.co.uk](https://www.zigzageducation.co.uk)

POD  
11815

Publish your own work... Write to a brief...  
Register at [publishmenow.co.uk](https://publishmenow.co.uk)

Follow us on Twitter [@ZigZagPE](https://twitter.com/ZigZagPE)

# Contents

Product Support from ZigZag Education .....	ii
Terms and Conditions of Use .....	iii
Teacher's Introduction.....	1
<b>Learning outcome A: Understand how different components of fitness are used in physical activities .....</b>	<b>2</b>
Chapter A1: Components of physical fitness.....	3
Chapter A2: Components of skill-related fitness.....	5
<i>Chapter A1 and A2: Revision Questions.....</i>	<i>7</i>
<b>Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials.....</b>	<b>8</b>
Chapter B1: Techniques, strategies and fitness required for different sports .....	9
<i>Chapter B1: Revision Questions .....</i>	<i>16</i>
Chapter B2: Officials in sport .....	17
Chapter B3: Rules and regulations in sports.....	21
<i>Chapters B2 and B3: Revision Questions .....</i>	<i>27</i>
<b>Learning outcome C: Demonstrate ways to improve participants' sporting techniques .....</b>	<b>28</b>
Chapter C1: Planning drills and conditioned practices to develop participants' sporting skills.....	29
<i>Chapter C1: Revision Questions .....</i>	<i>32</i>
Chapter C2: Drills to improve sporting performance .....	33
<i>Chapter C2: Revision Questions .....</i>	<i>35</i>
<b>Answers for Revision Questions .....</b>	<b>36</b>
Chapters A1 and A2 .....	36
Chapter B1 .....	37
Chapters B2 and B3.....	38
Chapter C1 .....	40
Chapter C2 .....	41

# Teacher's Introduction

This course companion is for **Component 2: Taking Part and Improving Other Participants' Sporting Performance**, part of the Pearson BTEC Tech Award Level 1/2 in Sport (first teaching September 2022). The aim of this resource is to guide students through the core content of this component, providing them with in-depth information that covers each of the specification points. This resource aims to provide students with the knowledge and skills that will help them succeed in the assessment for this component.

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

For clarity and ease of use, the content of this course companion matches the order of the specification. The content is structured as follows against the component's assessment criteria:

Chapter/Subtopics	
<b>Learning outcome A: Understand how different components of fitness are used in different physical activities</b>	<b>A1</b> Components of physical fitness <b>A2</b> Components of skill-related fitness
<b>Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</b>	<b>B1</b> Techniques, strategies and fitness required for different sports <b>B2</b> Officials in sport <b>B3</b> Rules and regulations in sports
<b>Learning outcome C: Demonstrate ways to improve participants' sporting techniques</b>	<b>C1</b> Planning drills and conditioned practices to develop participants' sporting skills <b>C2</b> Drills to improve sporting performance

Throughout the resource, there are key features to keep an eye out for:

**Keywords:** used to draw students' attention to various keywords throughout the component.

## Did you know?

Provides further information and additional content to inspire and engage students.

## Case studies

Help students to apply the issues identified in the resource to real-world scenarios.

**Applied activities** encourage application of knowledge to the case studies or to real-world scenarios in the sport sector.

**Research activities** inspire further research and stretch and challenge higher-ability students.

Some of the activities can be completed using either computers, mobile phones or tablets to aid students' research, and/or can be completed outside the classroom as homework.

There are also two sets of **questions** – *checking your understanding* and *taking it further* – provided at the end of each section (with answers included). These should help students recap their knowledge and then apply their knowledge and understanding, respectively, throughout the course companion.

*D Embleton, October 2022*

## Learning outcome A: Understand how different components of fitness are used in physical activities

### Overview

In this section you will learn the definitions of the different components of physical and skill-related fitness.

You will gain an understanding of the different types of sports and physical activities the different components are important in and how they impact performance in those sports and activities.

### Learning outcomes

After studying this chapter you should be able to:

**A1/A2:** Apply your knowledge and understanding of physical and skill-related components of fitness to performance in a variety of activities.

- ☐ Giving examples of how all components of fitness are used in a given sport or activity are used.
- ☐ Explaining the impact that different components of fitness will have on performance in a given sport or activity.

### Key terms

<b>Aerobic endurance</b>	the ability of the heart and lungs to deliver oxygen to the muscles so that the body can continue to exercise for a long time without tiring
<b>Agility</b>	the ability to change direction quickly without losing control
<b>Balance</b>	the ability to maintain centre of mass over the body's base of support (static balance) or while on the move (dynamic balance)
<b>Body composition</b>	the ratio of fat mass to fat-free mass (water, muscle and bone)
<b>Coordination</b>	the ability to use two or more body parts at the same time without loss of time or energy
<b>Fitness</b>	the ability to meet the demands of the environment
<b>Flexibility</b>	the range of movement available at a joint to allow a person to perform a variety of movements
<b>Motor skill</b>	the bodily movement necessary for carrying out a specific task
<b>Muscular endurance</b>	the ability of a muscle to repeatedly contract at a light to moderate intensity over a long period of time
<b>Muscular strength</b>	the maximal force a muscle is able to apply to overcome resistance
<b>Power</b>	the product of strength and speed
<b>Reaction time</b>	the time taken to initiate a response to a stimulus
<b>Speed</b>	the ability to move the whole body or a body part as quickly as possible

**COPYRIGHT  
PROTECTED**



# Chapter A1: Components of physical fitness

Fitness in sport can be used to describe the ability of an individual to meet the demands of a sport. Fitness is multifaceted – there are various components to it, both physical and skill-related. Different activities require different combinations of physical fitness and skill-related fitness. We will start by looking at what the components of physical fitness mean and how they can improve performance.

Components of physical fitness are often called health-related components of fitness. They are used in health and are used in day-to-day activities; for example, walking to the shops requires cardiovascular endurance while muscular strength is needed for lifting heavy items. These components of fitness are also important for athletes participating in certain sports – and by improving these, athletes can improve their performance in sports. Below are the definitions of the components of physical fitness, and examples of sports that require each component.

## Aerobic endurance

*The ability of the heart and lungs to deliver oxygen to the working muscles so that the body can continue to exercise for a prolonged period of time without tiring.*

This is important in any activity that lasts for longer than around 30 minutes as the aerobic energy system will be used as the predominant fuel source; for example, long-distance events such as a marathon, or ball sports such as tennis.

## Muscular endurance

*The ability of a muscle to repeatedly contract at a light to moderate intensity.*

This is important in any event that lasts longer than around 30 minutes, where the same muscle group is used over and over, such as cycling.

## Speed

*The ability to move the whole body or a body part as quickly as possible.*  
**(Distance ÷ Time)**

This is important in a range of sports that require fast movements; for example, the 100 m sprint or team sports such as hockey, basketball and lacrosse.

## Components of PHYSICAL fitness

## Body composition

*(See overleaf for more information.)*

## Research activity

For each of the given sports list the components of physical fitness (excluding body composition) as most important for performance in each sport:

- Rowing
- Cricket
- Wrestling
- Sprint swimming

Justify your answers.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Body composition

Body composition is the relative percentage of fat mass to fat-free mass (i.e. muscle) in the body. It can be measured using many different ways, including *skinfold callipers*, *underwater weight*, *DEXA scanner (uses X-rays)* and *bioelectrical impedance analysis*. You don't need to know these for your assignments. Body composition can affect sports performance. Body size (i.e. height and length of limbs) and weight can be an advantage.

Different body compositions are beneficial for different sports:

- A low percentage of body fat is important for gymnastics as excess non-contractile mass (i.e. body fat) will reduce the amount of power the gymnast is able to generate and the amount of height they are able to achieve to perform movements.
- A high percentage of muscle mass is important for sprint events as sprinters need a lot of muscle mass (i.e. muscle mass) to perform the powerful muscle actions required with the legs.
- A large amount of body fat is beneficial for front-row forwards in rugby as it makes them hard to move and difficult to physically stop in a tackle.

**Research activity**  
Research the body composition of different sports.

### Did you know?

Performers in sport will regularly have their body fat measured to ensure they are in the right range for their activity. This feeds into advice surrounding their nutrition.

### Applied activity

With a partner, discuss which component of physical fitness is most important for each of the sports in the image below.



### Applied activity



You are supporting a personal trainer with a few of their clients who all regularly play a different sport. The personal trainer has asked you to produce a leaflet to inform the clients how different components of physical fitness can be used during participation in various team sports and their individual sports.

COPYRIGHT  
PROTECTED



## Chapter A2: Components of skill-related

Components of physical fitness are the foundations of health, participation and performance in sport. While skill-related components of fitness are important for everyday tasks/situations, e.g. reaction time in the event of touching a hot surface, they are also important aspects of sporting performance and are necessary for the successful execution of a variety of **motor** sport. By improving these components of fitness, performers are likely to be successful. Look at the definitions and the impacts they can have on a variety of sports.

Skill-related component of fitness	Definition	Importance
<b>Agility</b> 	<i>The ability to change direction quickly without losing control.</i>	<p>Agility is important in sports requiring multidirectional movement, such as in team sports like football and hockey.</p> <p>It involves other components of fitness such as reaction time and coordination. For example, in tennis and badminton, players need to react quickly and react to the ball.</p>
<b>Balance</b>	<p><i>The ability to maintain centre of mass over the body's base of support while stationary (static balance) or on the move (dynamic balance).</i></p> <p><b>Efficiency</b> – in the context of sports skills, this refers to the ability to avoid wasting energy and time.</p>	<p>Balance is important in all sports. You need to be able to keep your feet, stay upright and performers to have control. They need to be able to perform skills.</p> <p>Dynamic balance can help in many sports. It is required and a performer needs to react quickly without falling over.</p> <p>Static balance is important in gymnastics when holding a handstand with control.</p>
<b>Coordination</b>	<p><i>The ability to use two or more body parts at the same time, both smoothly and without loss of time or energy.</i></p>	<p>Coordination is important in all sports and to execute performance. It involves moving the arms and legs at the same time.</p> <p>Many sports that require complex movements, such as tennis, will require hand-eye coordination. For example, a basketball player needs to be able to shoot the ball with their arms and hands.</p>
<b>Power</b> 	<p><i>The combination of strength and speed.</i>  <math>\text{Power} = \text{Speed} \times \text{Strength}</math></p>	<p>Power is important in sports requiring explosive movements, such as jumping, shooting (e.g. in football) and shot-put).</p> <p>It involves applying strength and speed.</p>
<b>Reaction time</b>	<p><i>The time taken to initiate a response to a stimulus.</i></p>	<p>Reaction time is important in many sports. It is the time taken to respond or decision needed. For example, a goalkeeper needs to catch an edged shot in football or a sprinter needs to react quickly to the gun in sprint events.</p> <p><i>Stimulus → Initiate start</i></p>

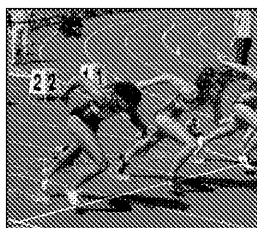
INSPECTION COPY

COPYRIGHT  
PROTECTED



## Case study

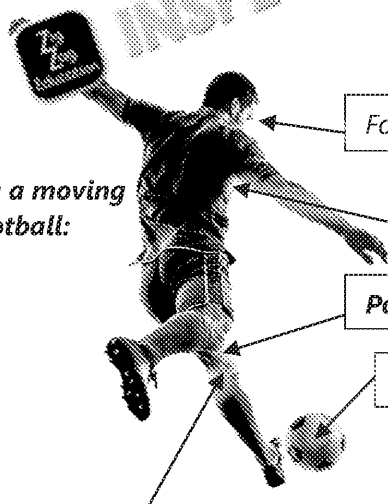
The fine margins between winning and losing mean that sprinters are eager to start early and gain a head start over the rest of the field. To prevent this from happening, only one false start per race. A false start by anyone else in the field results in



Sensors in the starting blocks identify when the performer makes it clear to see when an athlete has false started. A reaction time of less than 100 milliseconds (ms) between the starting gun and initiating movement also signifies a false start. This is biologically not a physically possible – anything less is the result of the gun.

Remember, participation and successful performance in all sports requires a combination of fitness (both physical and skill-related) and different skills. Take a look at the examples below for each of the skills.

### Kicking a moving football:



**Foot-eye coordination** to strike the ball with accuracy

**Balance** to remain upright and not fall over

**Power** to kick the football a certain distance

**Reaction time** to kick the moving football

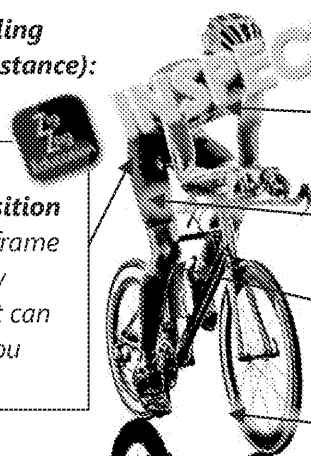
**Flexibility** of the muscles in the legs ensures the performer doesn't strain any muscles

**Power** of the legs to kick up into the position

**Muscular strength and muscular endurance** of the muscles in the shoulders and arms to push up into the position and hold the position respectively

**Static balance** to retain centre of mass over base of support

### Cycling (long-distance):



**Body composition**  
A light frame with low body fat can make you faster.

**Aerobic endurance** to sustain low- to medium-intensity work without fatiguing

**Muscular endurance** of the leg muscles to continually contract to allow repeated pedalling

**Power** of the leg muscles to apply force at speed to climb a gradient

**Balance** to remain on the bike and not fall off when moving and taking corners

COPYRIGHT  
PROTECTED





## Chapter A1 and A2: Revision Questions

### Checking understanding questions

1. Define aerobic endurance and coordination.
2. Give **two** examples of individual and/or team sports where flexibility is an important component of fitness
3. Describe the difference between static balance and dynamic balance.
4. Using sporting examples, describe the difference between speed power and muscular power.

### Taking it further questions

1. Explain **one** way in which flexibility helps to improve technique in dance.
2. Explain **one** different body composition that is required in rugby.
3. Using examples, discuss how components of physical and skill-related fitness are required during participation in tennis.

#### Case study:

Mariana loves participating in athletics at school and is her year group's champion at the 100 m and 200 m sprints. She is also assessed to be above average at the throwing events, such as the javelin and shot-put. She is third on her year group's leader board for both of these events.

4. Which **one** component of physical fitness and **one** component of skill-related fitness are most likely to be the *main* reason behind Mariana's success in the 100 m and 200 m sprints?
5. Mariana wants to improve her performance in the javelin and shot-put.

Explain **one** component of skill-related fitness that she should train to optimise her performance in these events.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Learning outcome B: Be able to participate and understand the roles and responsibilities of officials

### Overview

In this section you will gain a practical understanding of how a variety of skills and strategies are implemented in different sports, and also as part of isolated practices and competitive situations.

You will gain an understanding of the different key officials in sport and the roles and responsibilities they have in different sports.

Finally, you will develop your understanding of the key rules and regulations that exist in a number of different sports and how these are enforced, including the action that an official must take if the rules are not followed.

### Learning outcomes

After studying this chapter you should be able to:

**B1:** Understand how to demonstrate practical skills in a range of sports by:

- ☐ Describing the technique for a range of skills
- ☐ Describing the technique for a range of strategies
- ☐ Identifying when strategies may be used in a range of competitive situations

**B2:** Apply knowledge and understanding of the roles and responsibilities in sport by:

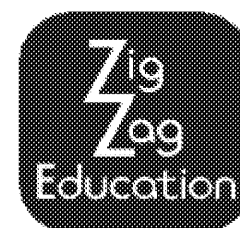
- ☐ Describing the main officials in a range of sports and their responsibilities
- ☐ Describing the key rules and regulations in a range of sports
- ☐ Describing the action that an official must take if the rules are followed

### Key terms

<b>Competitive situation</b>	practising skills and strategies under pressure
<b>Improvisation</b>	coming up with an alternative solution to a problem on the spot
<b>Isolated practice</b>	practising skills and strategies on their own, without the intervention of an official
<b>Judge</b>	an official in a sport who makes an overall decision on how well participants have performed, e.g. judges determine the winner in boxing
<b>Line umpire</b>	an assistant in tennis who calls to make the main umpire aware of a fault
<b>Linesman/ Lineswoman</b>	an assistant official in sport who works the line at the side of the field for calling decisions such as offside, indicating that the ball is out of play for a foul occurring close to them
<b>Possession</b>	the state of being in control of the ball or other playing object
<b>Referee</b>	an official in sport who enforces the rules and regulations to ensure that events have not violated any rules
<b>Regulations</b>	the guidelines for how participants in sport should behave
<b>Rules</b>	the laws of the game which are designed to create fair competition for participants
<b>Scorer</b>	an official in a sport where the performer's result is determined by a point-based system, such as in gymnastics
<b>Skill</b>	the learned ability to perform a movement both effectively and efficiently
<b>Strategy</b>	the overall plan of how tactics are going to be used to achieve a goal
<b>Substitution</b>	the replacement of a player on the pitch for a player on the pitch
<b>Tactics</b>	the individual steps or actions that feed into the main strategy
<b>Territory</b>	an area or a zone occupied and/or defended by a team or a player
<b>Timekeeper</b>	an official employed who ensures that each interval in a sport is of a set time and that stoppages are accounted for within the rules
<b>Touch judge</b>	an assistant official in a sport such as rugby who is responsible for ensuring that possession of the ball remains within the field of play
<b>Umpire</b>	an official in sport who makes judgement calls to settle disputes
<b>Video review official</b>	an assistant working in a remote location while a match is in progress to support the main official in making the correct decision

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Chapter B1: Techniques, strategies and for different sports

Successful participation in sport relies on the execution of a range of skills and strategies by competitors. Sports performers are constantly learning new skills as they become more experienced. Competing against different opposition and working with different teams and coaches can lead to different strategic elements of performance. These skills and strategies vary with each sport. Below we will cover how different skills can be demonstrated in a range of sports.

## Skills

Many sports require similar skills, with slight variations on how they are executed. For example, passing, intercepting and scoring are skills consistent with sports such as basketball, hockey, football and rugby, but they are all performed differently. Below we will cover how different skill can be demonstrated in a range of sports.

## Passing

Passing is a skill in team sports where the ball is transferred between teammates. It can be performed in the same sport. The ball might be passed over a short distance, over a long distance. The aim is to keep the ball away from the opposition in order to maintain possession. The way the ball is passed varies between sports.

### Hockey



**Push pass** – Used to control a pass.

**Drive** – Used for longer distance passes.

**Slap pass** – Also known as a sweep pass, it is used to pass the ball over a longer distance with accuracy.

**Overhand pass** – As shown in the image, this pass is played with the stick vertical and is used for accuracy.

**Sidearm pass** – This pass is played with the stick horizontal, so the ball can be played around an opponent.

**Behind the back pass** – This is played by wrapping the stick behind the body. It is less predictable.

### Rugby



**Spin pass** – As shown in the image, this pass is played with the ball spinning around the player's hand.

**Pop pass** – Used when a player is 'popped' up to a teammate who is in a better position to pass.

**The offload** – This pass is played to keep the play moving. It is usually used by a player who is being tackled.

### Applied activity

For a sport of your choice, describe a range of pass that could be performed.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Scoring

Team sports are won by the side that scores the most goals or points. There are many ways a team can score points, and the number of points awarded to a team may differ depending on how they score.

### Netball

There are two different ways that points can be scored in netball:

1. In open play by shooting inside the goal circle (1 point)
2. From a free shot following a technical foul (1 point)

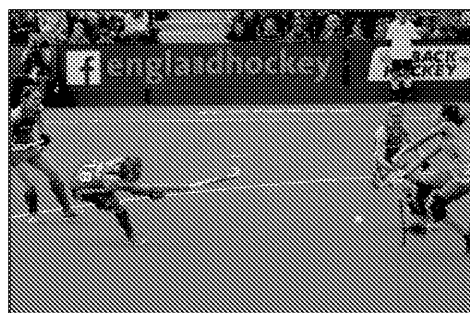
### Rugby

Points can be scored in a variety of ways in rugby. Both rugby union and league) have the same ways of scoring points, but the points allocated differ.

Method of scoring
<b>Try</b> – make downwards contact on the ball, either on the opponent's try line or between the try line and dead-ball line
<b>Conversion</b> – awarded following a try, where the player has a free kick at goal in line with where the try was scored
<b>Penalty</b> – a free kick at goal if the opposition team commits an offence such as being off-feet in a ruck
<b>Drop goal</b> – during open play where the player hits the ball on the half-volley over the crossbar and between the goalposts

### Did you know?

The largest ever recorded score in a rugby union match was 151–0, when Saracens beat Bucharest in 2002.



### Hockey

Each goal scored in hockey is awarded one point. Goals can only be scored if the ball is inside the 'D' – the semicircular area in front of the goal.

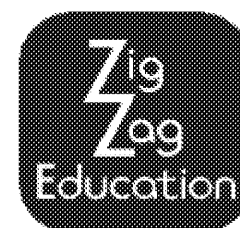
As ex-professional footballer turned hockey player, Michael Owen said: 'Whichever team scores more goals is not wrong, Michael!'

### Cricket

Points in cricket are known as runs. They can be scored in a number of ways:

- Hitting the ball over the boundary without bouncing on the field of play (6 runs)
- Hitting the ball over the boundary, having bounced on the field of play (4 runs)
- By batters making runs. This is where batters have enough time to run to the opposite end of the pitch, and in doing so, switching positions with their batting partner. Batters score one point per run, and can run as many times as they want with the ball. However, most only run for a 'single' (1 run) or a 'double' (2 runs) as any further runs are usually scored from an overthrow by the opposition.

**COPYRIGHT  
PROTECTED**



#### Applied activity

For a sport of your choice (not listed above), describe how scoring works.



#### Research activity

For your chosen sport, research how scoring works. What do you think the score was?

## Travelling or dribbling

Many invasion games involve travelling or dribbling with the ball into the opposition's **territory** in order to increase the chances of scoring goals or points or to create space. Dribbling involves moving forward with the ball or puck with slight touches of the hands, feet or stick. Rules around travelling and dribbling with the ball vary with each sport.

### Rugby

Players in rugby are allowed to travel with the ball in hand. This, along with punting, are the main ways of gaining territory. If anything causes the ball to be played forward out of control from a tackle, then the opposition are awarded the ball. Travelling in rugby is to get over the gain line when being tackled. Alternatively, a player may use their speed to get over an opponent and run into space.

### Football

Players in football must dribble with the ball at their feet in order to travel forward, which requires a great deal of foot-eye coordination and balance. Many players are skilled at using both feet to dribble with the ball at pace (known as **ambidextrous**), keeping close control at all times so that the opposition do not get the chance to take over **possession**.

Any  
to  
leg  
Pos  
in  
pla

### Case study

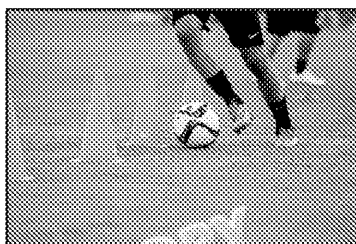
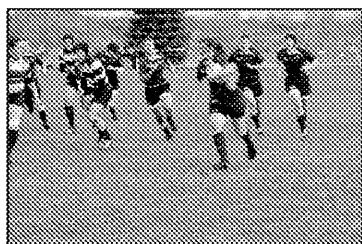
Lionel Messi is an Argentinian football player, well known for his dribbling skills. He keeps the ball close to his body and makes it nearly impossible to get the ball off him.

Watch some of his dribbling skills here: [zzed.uk/11815-messi](http://zzed.uk/11815-messi)

### Basketball

Basketball players must dribble with the ball in order to travel. They do this by using one hand to continuously bounce the ball on the court as they move. 'Travelling' in basketball occurs when a player runs with the ball in hand without bouncing it. This is a violation of the rules and results in a turnover of possession to the opposition.

Research  
Some sports  
dribble on  
and/or s  
types of  
sport of



### Applied activity

For a sport of your choice, design three drills that can be used to develop the skills of dribbling and/or travelling.

### Did you know?

'Travelling' players must not dribble.

### Hockey

Instead of using the hands or feet to travel and dribble with a ball, as in most sports, hockey makes use of a stick which does the work. The non-dominant hand is usually placed at the top of the stick, while the dominant hand is placed just above halfway. This position requires the player to slightly flex their legs and lean at the trunk. Then, using the inside and outside of the stick, the player makes small touches with the ball in front of the body as they move, pushing it in the direction that they want to go. It is recommended to keep the ball within one metre of the body to maintain possession and prevent the opposition from stealing it.

COPYRIGHT  
PROTECTED



## Intercepting and tackling

Invasion sports often involve a constant changeover in possession of the ball. Challenges are enforced as part of the rules, such as when a player commits a foul, or in rugby league hands after every unsuccessful sixth play. However, players can employ skill to challenge by intercepting and tackling.

### Football

Football is a contact sport. Tackles can be made on an opponent by playing the ball and taking over possession. These may be:

- standing/block tackles by sticking out a leg
- crunching tackles in a 50/50
- sliding tackles by going to ground to stretch and win the ball

Players can also intercept the ball by anticipating a pass and reacting quickly to cut it out. This is a key skill in football (and, in particular, of defenders).

### Rugby

Unlike football, where a tackle is made on the ball, a tackle in rugby is made on the player; more specifically, the ball carrier. A tackle is made when a ball carrier is held or brought to the ground (i.e. lying, sitting or has one knee on the floor).

There are a lot of strict rules and guidelines around making a tackle in rugby to ensure that it is executed safely. Players have responsibilities as the tackler to ensure the safety of the player being tackled:

- Tacklers must tackle below shoulder level, ideally around the legs
- Tacklers must attempt to wrap their arms (i.e. no shoulder only tackles)
- Tacklers must not tackle a ball carrier in the air
- Tacklers must not tackle a player without the ball

Interceptions are also a key skill in rugby as they often allow the player to run free. An interception is achieved when running on to an opposition player's pass. Many interceptions result in a try. Players must time their run to intercept the ball to ensure they are on the right side of the ball. They must also react quickly to make sure they catch the ball, as dropping the ball to the opposition.

#### Applied activity

Choose **one** other team sport and describe the rules and techniques required for tackling.



#### Did you know?

You are not allowed to push the player during tackling in rugby.

Intercepting requires anticipation, speed and good reaction times. Tackling requires strength and technique. It is important when tackling that good technique is applied to ensure the safety of the player being tackled. The governing bodies who oversee different sports work hard to ensure player safety is upheld.

#### Health activity

Concussion can be a consequence of poor technique when tackling in rugby. The Rugby Football Union is responding to the increased rates of concussion.

**COPYRIGHT  
PROTECTED**



## Additional skills

The sports skills covered – *passing, scoring, travelling, dribbling, intercepting* and with team sports. But there are a range of other skills that are more specific to individual sports and skills for individual sports too.

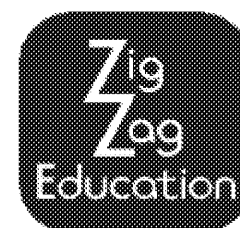
Skill	Sports
Serving – the act of putting a ball or shuttlecock into play	Tennis volleyball
Bowling – the delivery of a ball to the batter in an attempt to get them out	Crickets
Fielding – catching or stopping a ball that has been hit by a batter and returning it in an attempt to get them out	Crickets
Saving – a goalkeeper preventing the ball from coming into their goal	Football
Tumbling – performing acrobatic movements such as somersaults and cartwheels	Gymnastics

Can you think of any others?

### Applied activity

For a sport of your choice, identify the different skills that are needed to be performed and explain how they are performed with high levels of accuracy, fluency and control.

**COPYRIGHT  
PROTECTED**



## Strategies

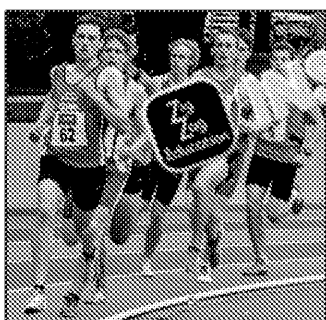
Success in sport not only relies on proper execution of skills, but how a team or player strategises in order to gain an advantage over their opponent. For strategies to be implemented, a team or a player must use certain **tactics** during play to outsmart their opponent. It also relies on timely and efficient decision-making, so that tactics are used at the stages during play when they are most effective. Good observation and **tactical awareness** from the coach and performers is often required to consider what works and what doesn't, how space is being used, who's doing what in the field of play, and what is happening on and off the ball.

**Strategy** – of how to achieve a goal

**Tactics** – that feed into the strategy

**Tactical awareness** – understanding and understanding certain aspects of the game

Some examples of strategies are covered below.



### Athletics

Athletics may not seem like much of a strategic sport, but it involves a lot of tactics and decision-making. Middle-distance events, such as 800 m, 1500 m, require the athlete to plan a strategy of what to do during the race. For example, a lot of runners like to establish an early lead. Others may try to slow the pace to place a greater reliance on their sprint. Tactical decisions that other runners may plan is when to 'kick' for the sprint finish. Most runners will try to stay in the pack, where it is difficult to overtake and they are

### Rugby

There are a number of different strategies a team might adopt in rugby. Selection of these strategies will often depend on what opponent a team is playing. For example, if a team is confident that they have a stronger team up front, they may aim to use their hard-hitting forwards to make ground. They may also choose to kick to corner instead of the posts when awarded a penalty, if they feel like they have a good chance of getting over the try line in a maul. A team might also have identified weaknesses in the opposition's defensive line in certain areas of the pitch, and might practise a set piece play to execute from a scrum.

### Cricket

Strategies in cricket are used by both the batting and fielding teams. As in most sports, strategies will vary based on the opposition being played. For example, a less aggressive batting style might be adopted against a fielding team with a few accurate seam bowlers. Strategies might also differ depending on the conditions. For example, if the grass on the pitch is green, a team might choose to bowl first to get a faster ball. Strategies may also vary depending on the stage of play. For example, when a new ball is introduced, most teams will look to adopt a fast bowler who can get more swing, as opposed to a spin bowler who may struggle to get much grip on the ball.

Additional examples of tactics and decision-making in sport include:

- Knowing when to play different types of shot in tennis or badminton
- Doubling up on a tricky player in football
- Using a pre-planned short corner routine in hockey
- Playing safe in snooker in order to frustrate the opponent

Can you think of any others?

### Research activity

For a sport of your choice, research different strategies that could be used and explain why they are appropriate to different situations.

**COPYRIGHT  
PROTECTED**





## Isolated practice and competitive situations

It is important that performers can demonstrate different skills and strategies covered, such as those covered in the previous pages, in both **isolated practice** and **competitive situations**.

Isolated practice allows skills to be focused on one at a time. This differs from conditioned practices where small-sided games are used which focus on multiple techniques and skills at one time. Isolated practices help to refine techniques so that they can then be applied in competitive situations. Strategies can also be rehearsed in isolated practice. Isolated practice has advantages and disadvantages.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Useful for beginners</li> <li>• Breaks down techniques to focus on form</li> <li>• Provides a lot of repetition</li> <li>• Can help to correct technique</li> <li>• Results in rapid improvement from repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks competitive context</li> <li>• Doesn't allow the performer to apply skills in a game</li> <li>• Performer may pick up bad habits</li> <li>• May result in repetition of errors</li> </ul>

Competitive situations are used to reflect real-life match demands, so that the performer or team has the opportunity to practise skills and strategies under pressure. This reflects the number of players, the area of play and the presence of an official, which all represent competition standard of play.

### Case study

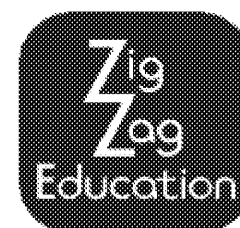
Most rugby teams have a 'match day -1' (the day before the match) where they will run through the tactics that they have been practising for the upcoming opposition. This is a good practice of strategies and skills in a competitive situation.

Competitive situations may be difficult for beginner performers who have not yet mastered a skill to apply it in a real-world scenario. This is why there should be a progression from practising skills in isolation to applying them in competitive situations. Practising skills in isolation helps to develop the key motor patterns for executing different skills, while applying them in competitive situations helps to integrate other elements that allow that skill to be performed effectively, such as timings and positioning.

### Applied activity

For a sport of your choice, choose a skill you want to improve. Then, design three isolated practice activities, two competitive situations and one competitive situation which can form a training session.

**COPYRIGHT  
PROTECTED**



## Chapter B1: Revision Quest

### Checking understanding questions

1. Define what is meant by a skill.
2. Identify **two** types of pass used in sport.
3. Describe how to score in cricket.
4. Identify **two** skills that are important in rugby and describe how they can be demonstrated in isolated practice.
5. Describe a strategy that might be used in cricket and how it can be demonstrated in a competitive situation.

### Taking it further questions

1. Using either a sport or an activity of your choice (other than basketball), analyse different skills and strategies that are important to that sport.

#### Case study:

*Sourish is a beginner basketball player who is starting out in the sport.*

2. Identify **two** skills that will be needed by Sourish for basketball.
3. Give an example of how **one** of these skills can be carried out as an isolated skill in a competitive situation.
4. Describe a strategy that might be used by Sourish in a game of basketball.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Chapter B2: Officials in sport

Officials are employed in all sports to enforce rules and regulations and to ensure sportsmanlike manner. Officials often work as part of small teams to increase the number of participants and thus improve decision-making. These teams will often consist of the greatest amount of power in making decisions, with assistants who support the official. This chapter will look at some of the key officials in sport and the responsibilities associated with them.

### Key officials and their roles

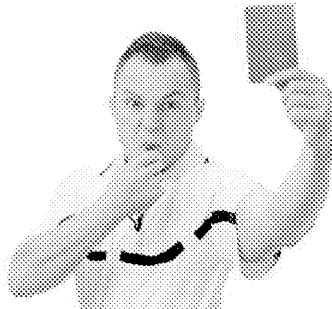
There are different terms that exist for officials in different sports, such as referees and umpires.

#### Referees and umpires

These officials hold the main authority when officiating matches and competitions. Although there are similarities between the roles of each in different sports, there is a slight difference between which sports use which term. Both referees and umpires observe a competitive match and make ultimate decisions in line with the rules. The difference is that a referee is constantly monitoring the rules and regulations for the game, e.g. a rugby referee checking that there is no foul play and award a try. On the other hand, this is of lesser priority to an umpire, whose key role is to challenge from a cricket or tennis player, and make judgements regarding key moments in the game, in or out. From this, it is clear to see that there is a large degree of crossover between the two roles, the difference being on the role that takes priority, as dictated by the nature of the sport.

##### Referee

Enforces the rules and regulations to ensure fair play and that match events have not violated any rules



*Sports include: football, rugby, basketball, lacrosse*

##### Umpire

Makes judgements on key moments in the game



*Sports include: tennis, cricket*

#### Assistants

These are officials who assist the main referee or umpire in their decision-making, usually on the side of the pitch or court. They usually wear a different color to the main official on decisions that the referee may not be spotted or is not responsible for. Examples include:

- **Linesmen and lineswomen in football** – responsible for calling offsides or fouls, that the ball has gone out of play, or may flag for a foul occurring close to the goal.
- **Touch judges in rugby** – responsible for checking that players in possession remain within the field of play, and flagging to indicate that a penalty kick or scrum has gone through the posts.
- **Line umpires in tennis** – assigned lines on the tennis court and call whether the ball is in or out.

##### Applied activity

A line umpire has to call whether a ball is in or out, on a ball that is moving at high speed. This can be difficult. Play the interactive game below and see whether you can be a line umpire! [zzed.uk/11815-line-judge](http://zzed.uk/11815-line-judge)

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Video review officials

These are assistants working in a remote location while a match is in play, who review key incidents to support the main official in making the correct final decision. Screens are often available at sporting venues for the main official to review the video footage and decision themselves, while they communicate with the video review official for a second opinion. Examples include:

- **The video assistant referee (VAR) in football** – uses close-up, slow-motion camera technology from multiple angles to review decisions on potential offside, penalties or red cards.
- **The television match official (TMO) in rugby** – uses the same camera technology to review decisions such as try and yellow or red card offences.
- **Third umpire in cricket** – reviews decisions referred to them by the main on-field umpire and refers themselves, such as dismissals and bowler's appeals.

**Applied activity**  
With a partner, review a video of a match and discuss the decisions made by the video review official.

### Applied activity

Making decisions in live play can be difficult. Become a video assistant referee for a game to see whether you can make the correct decisions! [zzed.uk/11815-VAR](http://zzed.uk/11815-VAR)

## Did you know?

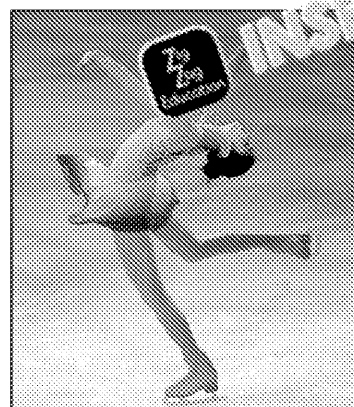
Advancements in technology – such as computer-assisted systems and video-assisted systems – have allowed more accuracy in officials' decisions and increased trust in these decisions. However, some have argued that such technology disrupts the flow of the game and undermines the integrity of the sport. Examples of technology used to assist officials in sports include:

- **Hawk-Eye** – A computer-assisted system used for tracking the trajectory of a ball in tennis to challenge the line umpire's decision when a ball has been called out. In cricket, it is used to challenge the line judge's decision up to three times per set. Each player is allowed one challenge in the event of a set going to a tiebreak.
- **Goal-line technology** – A computer-assisted system used to determine whether a ball has crossed the goal line in football.
- **Hot Spot** – Video-assisted decision-making technology used to determine whether a ball has hit the stumps off the bat in cricket.

More on technology support officials is covered in Component 1.

## Scorers/judges

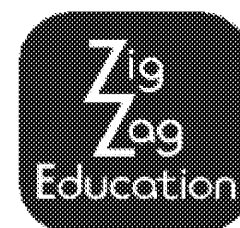
These are officials in sports where a performer's result is determined subjectively, such as gymnastics, ice skating and diving. These sports usually have a panel of judges who score a participant's performance based on a number of qualities. For example, in artistic gymnastics, judges score performers on the difficulty and execution of the performance. All gymnasts start with a base score, with points being deducted for any faults. This is then added to their difficulty score to determine how hard the routine is.



## Case study

During the 2002 Winter Olympic Games at Salt Lake City, a scandal emerged when the results of the pairs figure skating competition were disputed. The Canadian pair had the clear gold medal performance by a Canadian pair behind a Russian pair. It was later revealed that the Canadian judges were pressured to vote for the Russian pair by the International Skating Union (ISU), an organisation, a ploy originally designed to be used in a subsequent competition. This led to a reform of the scoring system in an attempt to make scoring more objective.

**COPYRIGHT  
PROTECTED**



## Timekeepers

Timekeepers are used in sports that are played within a set amount of time. Different lengths of time and consist of different numbers of intervals. The role of timekeeper is played for the right amount of time and that stoppages are accounted for within the timekeeping role is often carried out by one of the main officials in most amateur level someone specific is usually employed to be the timekeeper. Examples of different sports are shown in the table below.

Sport	Time and intervals	Role of the timekeeper
Football	90 min, 2 × 45-min halves	The clock runs continuously for the duration of the game. Timekeepers add up the stoppage time at any time when the ball is out of play. The timekeeper adds on to the end of each half as added time.
Rugby	80 min, 2 × 40-min halves	The timekeeper stops the clock when a rule is broken or when play is stopped. Once the clock hits 40 minutes, the game is dead (i.e. kicked dead off the field, e.g. due to a knock-on).
Netball	60 min, 4 × 15-min quarters	The timekeeper stops the clock when a rule is broken or when play is stopped. The timekeeper also manages the 5-minute allocation for injuries and adds on time.
Basketball	<ul style="list-style-type: none"> <li>40 min, 4 × 10-min quarters by International Basketball Federation (FIBA) rules</li> <li>48 min, 4 × 12-min quarters in the National Basketball Association (NBA)</li> </ul>	The timekeeper stops the clock when a rule is broken or when play is stopped. The timekeeper ensures that the full duration of each quarter is played. They also manage the timeouts called by coaches. In the NBA, they call six timeouts each, with no more than one in the fourth quarter.

A timekeeper should be aware of all of the rules and regulations of the sport they are officiating.

### Research activity

For each of the key officials above, identify one other sport not covered in the examples and research the roles of the official in that sport.



### Applied activity

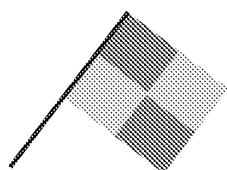
For a sport of your choice, identify the different officials and describe the roles of each.

**COPYRIGHT  
PROTECTED**



## Responsibilities of officials

Officials in sport must uphold a range of responsibilities associated with their role.



### Equipment

Officials are required to use a range of equipment to help them in their roles.

For example, touch judges in rugby must carry a flag with them and use this to indicate when the ball has been touched and which team the resulting line-out should be awarded to.



### Appearance

Officials are required to wear certain clothing to make them stand out from other players and participants.

For example, referees in football are only allowed to wear jerseys from a choice of five different colours, in line with FIFA's guidelines. These are black, red, yellow, green and blue. These officials also wear black shorts and socks.



### RESPONSIBILITIES of officials in their roles

### Fitness levels

Officials must ensure they are in physical shape to carry out their roles effectively.

Most national governing bodies will provide strength and conditioning support for officials so that they possess the required fitness levels to keep up with play, particularly in sports played on large pitches, such as hockey, football and rugby.



### Communication

Officials are required to communicate effectively not only with their assistants but with players as well.

For example, rugby referees regularly liaise with team captains to explain why a decision was made and to provide cautions if a player has made a series of offences.

### Applied action

For the sport you chose in the previous activity, check each official in that sport meets their responsibilities covered above.



COPYRIGHT  
PROTECTED



## Chapter B3: Rules and regulations

It is the role of officials in sport to ensure that participants are conforming to the rules set by the national governing body (NGB) for each sport in the country. In order to have knowledge and understanding of the rules, and must have the capacity to make sure they must also be aware of the consequences for breaking the rules and the severity of the punishment upon the situation. This chapter will look at some of the key rules and regulations.

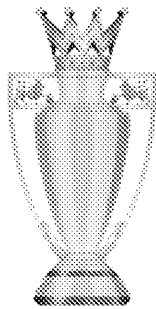
### Key rules and regulations set by NGBs

There are various rules and regulations in sport, the majority of which apply to most sports, such as scoring systems and action for non-adherence to the rules. Below we will cover each of these and draw from examples from a range of sports.

### Number of players on the field and substitutions

Individual sports consist of a single participant, who may be competing against one other participant (e.g. tennis), or a field of participants, either at the same time (e.g. athletics) or at separate times (e.g. gymnastics). On the other hand, team sports consist of multiple players playing in a range of positions, with several substitutions available if changes need to be made for tactical reasons or are forced due to an injury.

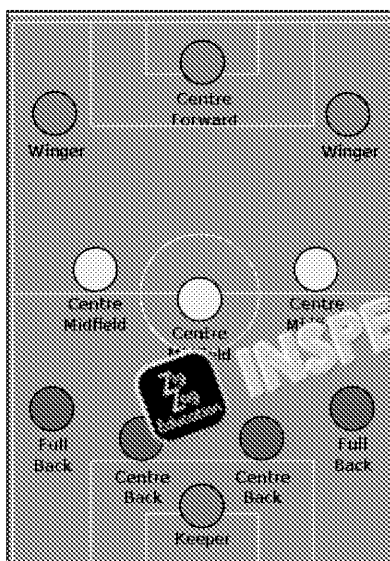
Rules which control the game  
Regulations which govern the game  
Substitutions of players



### Case study

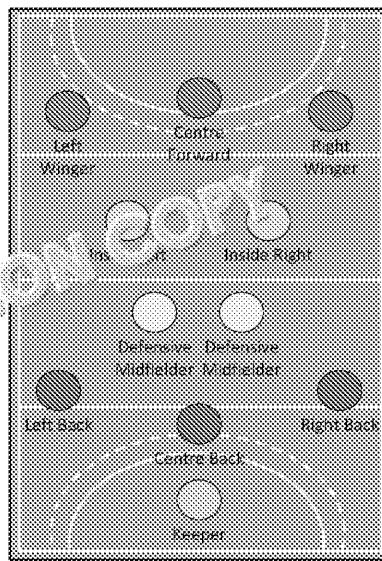
In 2021, the Premier League approved a rule change that an additional substitution can be made if a player suffers a head injury during the game. This is a trial to improve the safety and the proper management of head injuries, swaying away from continuing with a head injury in an attempt to avoid a concussion and giving the opposition an advantage. Instead, a fourth substitution is now allowed in addition to the maximum three to improve player safety.

The number of participants in team sports differs. Below are example formations and player positions for football and hockey.



### Football

11 outfield players  
5 substitutes (3 'normal' subs allowed to be made)



### Hockey

11 outfield players  
5 substitutes (no limit on the number of subs allowed to be made)

COPYRIGHT  
PROTECTED



Furthermore, different variations of games may also differ in playing numbers. For example, rugby is divided into union and league codes, in addition to rugby sevens, which is a variant of rugby union. The differences in playing numbers between each variant of the game.

	Number of players	Number of substitutions
<b>Rugby league</b>	13 (7 backs, 6 forwards)	4 (no limit)
<b>Rugby union</b>	15 (7 backs, 8 forwards)	8 (maximum)
<b>Rugby sevens</b>	7 (4 backs, 3 forwards)	5 (maximum)

\* The numbers of substitutions provided here are for international and professional competitions. Numbers may be lower for domestic competitions.

### Did you know?

If a player is subbed in rugby union, they cannot be brought back on to the field of play unless there is an injury.

### Did you know?

As subs in rugby league are used in a roll-off, they are referred to as 'interchanges' rather than substitutions.

### Research activity

Substitution in rugby union have received some controversy over the years, including a scandal where Harlequins were fined £215,000. [zzed.uk/11815-substitutions](https://www.bbc.com/sport/rugby-union/11815-substitutions)

## Length of time for play

The length of time that a sport goes on for is determined by a number of different factors. How long these periods last depends on a range of factors, including the nature of the sport and how competitive a game might be. For example, a half of rugby will last longer if there are many injuries or fouls. A tennis match will go on for longer if there is a high level of competition, resulting in frequent rallies and high-scoring games.

The length of time for play is dictated by whether sports are played to a set time or score, as well as the number of periods they consist of. Sports played to a set time may be split into different periods, such as 40-minute halves in rugby or 10-minute quarters in basketball (FIBA). Sports played to a set score can also be split into different periods, such as sets in tennis (Grand Slams are contested to the best of five in men's and best of three in women's), and games in badminton (best of three) and table tennis (best of five).

The competition may be won by three or more sets.

The length of time for play may be extended if additional time is needed to determine a winner in knockout competitions, such as the Champions Cup in rugby union, which features extra time, followed by a 10-minute sudden death with the first team to score points during this time. Extra time is also extended in tennis when a set reaches five games all, as a player must win by two games.

### Research activity

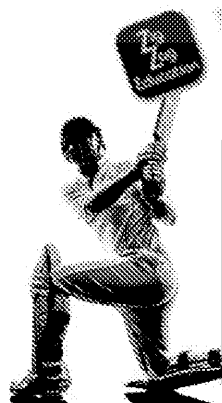
Research the top three longest ever sports matches.

### Did you know?

The big four American sports (basketball, football, baseball and American football) tend not to have extra innings or penalty shootouts as a way of determining a winner in games that end in a draw.

## Case study

Test cricket is an oddity in that it may be determined by time rather than score. Test matches are usually played over a number of days, with separate periods to allow time between the morning, afternoon and evening sessions, as well as lunch and dinner. Test cricket competitions, such as the Ashes, involve two innings per team over five days. It involves a tactical decision to 'declare', as a match approaching the end of day five will often end in a draw, regardless of how many points the other team has scored.



**COPYRIGHT  
PROTECTED**

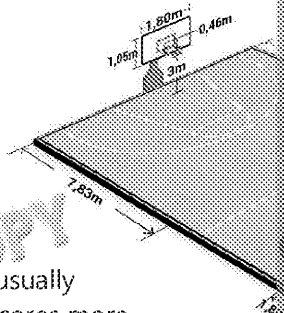




## Scoring system

Different sports have a variety of methods of scoring. These methods usually allocate a different number of points for the type of scoring method used. For example, in basketball there are three clear ways to score points, all of which require the participant to throw the ball successfully through the basket:

- 3 points for scoring outside the 3-point line – a large semicircular area around 6.6 metres from the basket
- 2 points for scoring inside the 3-point line
- 1 point for a successful free throw – awarded following a technical foul, three attempts are allowed from the free throw line



The most points or goals scored by a team or participant usually determines the winner. For example, in football, the team that scores more goals than the opposition is declared the winner, just like the basketball team that scores more points than their opponents, or the artistic gymnast who achieves the highest average points score across their events. Sports that are decided on the number of games or sets won are also determined by who has scored the most. In tennis, the player or a badminton player will win a game if they win by two clear points over the

In the event of a tie, some sports will end in a draw, such as football or hockey games. Some sports require additional time or extra periods of play to determine a winner. For example, in rugby union competitions such as the Champions Cup require additional periods of play.

### Applied activity

For a team sport of your choice, write an email to a group of young children who play the sport to inform them about how players can score and the number of players allowed on the field.

## Playing area

The dimensions of playing areas differ both between and within sports. Sports are played at all levels of the performance-participation pyramid, and there are different guidelines for pitch dimensions that exist at each level. Moreover, pitch dimensions may vary in the same sport due to the fact that many NGBs set the size of the playing area more as a regulation of what the dimensions must fall between, rather than a precise measurement that must be exact.

### Did you know?

The British is replaced by This is why typically wh goal in foot of 8 feet has measurement

Not only do pitch dimensions refer to the size of the overall playing area, but they also refer to the size of zones within that area. Every sport has its own unique zones, whether that be the penalty area in football, the dead-ball zone in rugby, or the central strip between the wickets in cricket.

And  
dim  
be

### Applied activity

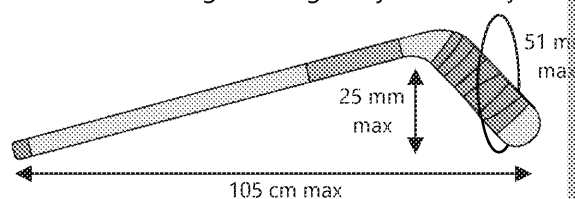
Research the dimensions of three different pitches or courts in sport and draw the outline of each, showing the specific areas that are unique to each.

**COPYRIGHT  
PROTECTED**



## Equipment

Various equipment exists for different sports, for both playing and protective purposes. There are strict rules on *required* size and weight for playing equipment, and also on *optional* protective equipment. The table below provides an example of the regulations set on equipment by the international governing body for hockey.



<b>Playing equipment</b>	<p>The stick must:</p> <ul style="list-style-type: none"> <li>• be a traditional shape (with a handle and curved head)</li> <li>• be able to fit inside a circle with a diameter of 51 mm</li> <li>• not exceed a thickness of 25 mm at the curvature of the blade or head</li> <li>• not be heavier than 737 g or longer than 105 cm</li> </ul> <p>The ball must:</p> <ul style="list-style-type: none"> <li>• be spherical</li> <li>• have a circumference of 224–235 mm</li> <li>• weigh between 156 g and 163 g</li> </ul>
<b>Optional protective equipment</b>	<ul style="list-style-type: none"> <li>• Shin and ankle pads</li> <li>• Mouth guards</li> <li>• Body protection under playing kit</li> <li>• Knee pads when defending short corners</li> <li>• Hand protectors for goalkeepers must not be any wider than 355 mm</li> </ul>
<b>Required protective equipment</b>	<ul style="list-style-type: none"> <li>• Goalkeepers must wear at least headgear, leg guards and kick flares</li> <li>• Leg guards must be no wider than 30 cm</li> </ul>

### Research activity

Follow the weblink to view the rules and regulations on equipment in first-class cricket. Which of the playing equipment are specified by the England and Wales Cricket Board (ECB)? Which is optional (i.e. permitted or recommended), and which is required? z

### Applied activity

For either a team sport or an individual sport of your choice, use a table similar to the one above to list the rules and regulations around equipment for your chosen sport.

**COPYRIGHT  
PROTECTED**



## Starting and restarting play

Sporting events are all started in different ways, usually following a command from the referee, the sound of a whistle in netball or the starting gun in athletics. How play actually starts varies between sports. For example:

- Drop kick in rugby union – a player from the home side, usually the fly half (number 9), kicks the ball into the opposition's half between the goal line and 10 m line.
- Centre pass in netball – the centre from the team who won the coin toss will pass the ball to a teammate. All other players must start in the other two thirds.
- Tip off in basketball – the official throws the ball directly up in the air from the centre. A single designated player from each team must jump and attempt to tap the ball.

Once play has begun, it may stop and start at any point due to fouls and infringements. How play restarts not only varies between sports but also within sports. For example, there are various ways of restarting play in football.

- In open play, if a ball goes out of play, play is restarted with a throw-in or a line-out in rugby union.
- If a player commits a foul, a scrum or a free kick is awarded to the opposing team in order to restart play.

Restarting play after conceding a goal or try is often the same as starting play at the beginning of the game. The team who conceded the goal or try often restarts play. This holds true in football, rugby, football and hockey.

A game will end either when the time is up or when a certain score has been reached. How a game ends again varies between sports. For example:

- In rugby, the game will end once the ball becomes dead after the clock has ticked off the full time. This usually occurs when the winning team gains possession of the ball.
- In football, the game will end once the additional time allocated at the end of the match has expired. The result of second-half stoppages is up.
- In British basketball, the game ends as soon as the 40 minutes of open play is over.

### Applied activity

For a team sport of your choice, design a timeline that shows how your chosen sport may stop and how it is restarted, and how the game will end.

**COPYRIGHT  
PROTECTED**



## Failing to adhere to the rules

If at any point during a sport a player does not adhere to the rules, officials must act in the context of the offence. They may act by handing over possession to the opposition, for violations, take the necessary disciplinary action (e.g. yellow and red cards). There may be non-adherence to the rules, and this varies with the sport. For example, the following playing rules:

Sport	Example of non-adherence to the rules
Tennis	A player must not let the ball bounce twice; they must return it within 20 seconds.
Rugby	Players must not play the ball forwards out of their hands unless it is a scrum or a line-out.
Test cricket	Fielders must not bowl more than two bouncers per over.
Handball	Players must not 'double dribble' (i.e. touch the ball, hold it, and touch it again).
Hockey	Players must not stick tackle; for a stick to be used it must only be made between the knees and the waist.
Netball	Players must remain in their specified zone on the court.
Football	Players will be called offside if they stray beyond the last defender when the ball is played to them.

Non-adherence to the rules may also involve intentionally harming an opponent. For example, a rugby player will be punished for a tackle if it is late, if they fail to wrap the arms, and/or if it is above shoulder height.

### Applied activity

For a sport of your choice, list different ways someone might non-adhere to the rules.

### Did you know?

Lacrosse players are allowed to intentionally hit an opposition player's stick or glove to dislodge the ball when defending; however, a penalty will be called if they intend to harm.

## Application of rules and regulations

Once the official has identified an act of non-adherence to the rules, they must communicate the decision as well as the reason they have given the decision if necessary. Officials may also communicate from more than one perspective on an incident.

There is a range of signals an official may use to communicate their decision. This is usually a blow of the whistle followed by a gesture. The type of gesture may differ depending on the rule being violated. For example, in rugby union, a referee may use the following signals:

- Scrum – hands above the head with the fingers touching
- Forward pass – passing an imaginary ball forwards
- Obstruction – crossing the arms in front of the chest
- Try – using one arm to blow the whistle while putting the other arm straight up in the air

The official should also communicate the decision to the player if clarification is necessary. They should make the player understand why the decision was made to ensure they do not repeat the offence in future.

All competent officials will make sure that they are in the optimal position to observe non-adherence to the rules occurring and consequently make the best decision possible. They should also position themselves in full view of players when communicating their decision, to make sure all players have taken it on board.

Watch the demonstration of fouls and penalties at [rugbyzzed.uk/](http://www.rugbyzzed.uk/)

### Did you know?

There are different signals for different types of foul in rugby union.

### Applied activity

For a chosen sport, list the actions that could be considered as non-adherence to the rules and how each is communicated.

**COPYRIGHT  
PROTECTED**



### Research activity

Research the key positions for a referee in football during key moments of the game: goal kicks, kick-offs and corners.

## Chapters B2 and B3: Revision Questions

### Checking understanding questions

1. Explain the difference between a referee and an umpire in sport.
2. Give **two** examples of video review officials in sport.
3. Describe the key roles and responsibilities of an assistant referee in sport.
4. Identify **two** pieces of equipment that officials may use in sport.
5. Identify **two** ways in which officials can ensure they successfully apply rules and regulations in sport.

### Taking it further questions

*In your assignment, you will be expected to give a well-developed account of the main responsibilities in a selected sport. You will also be expected to give sport-specific key rules and demonstrate an understanding of the actions an official would take to ensure adherence to specific rules.*

**Answer the questions below to apply your knowledge from this chapter to your assignment. It may require some further research.**

1.
  - a. Give **two** examples of officials in a sport of your choice.
  - b. Describe the roles of the **two** officials selected in Q1a.
2.
  - a. State the number of *players* and *substitutions* allowed for your chosen sport.
  - b. Outline the length of time for play in your chosen sport.
3. Identify **two** methods of scoring and the number of points awarded for your chosen sport.
4. State the overall dimensions of the playing area for your chosen sport.
5. Explain how play in your chosen sport starts and restarts, and how the game is controlled.
6. Analyse how non-adherence to the rules of your chosen sport may be displayed and the action that would be taken.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Learning outcome C: Demonstrate way participants' sporting technique

### Overview

In this section you will learn how sporting skills can be developed through different drills and the use of conditioned practices.

You will also gain an understanding of how techniques for different sporting skills are demonstrated and the teaching points that are used to guide the performer through each skill.

You will develop your understanding around how drills and conditioned practices are set up and carried out, as well as the different equipment used in various sports.

### Learning outcomes

After studying this chapter you should be able to:

**C1:** Apply knowledge and understanding of how conditioning practices are planned for specific sports

- ☐ Creating a fully detailed plan that includes the objectives, duration, equipment, and personnel
- ☐ Justifying the relevance of activities and conditioning practices for specific sports

**C2:** Demonstrate your delivery of drills and conditioning practices

- ☐ Providing demonstrations of how to perform skills and techniques
- ☐ Providing teaching points to support the performer
- ☐ Delivering a variety of drills and conditioning practices
- ☐ Providing support throughout the conditioning practices

### Key terms

<b>Active opposition</b>	opposing players in a drill who are looking to steal possession
<b>Conditioned practices</b>	drills that implement rule changes to challenge participants under different conditions
<b>Drills</b>	a training method designed to develop a performer's skills based on instructions
<b>Feedback</b>	information received by someone about their performance
<b>Observation</b>	the act of taking in the surroundings by paying close attention
<b>Passive opposition</b>	opposing players in a drill who are not looking to act aggressively
<b>Skill</b>	the learned ability to perform a movement both effectively and efficiently
<b>Teaching points</b>	the tips and cues on how to perform a skill
<b>Technique</b>	the way in which a performer carries out a skill

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Chapter C1: Planning drills and condition to develop participants' sporting skills

Once the participant has identified the skills they need to perform successfully in the sport, they must adopt the necessary methods to improve them. A perfect model is used to demonstrate performing skills in sport. Participants are able to develop their technique with the help of the coach. The job it is to provide demonstrations and teaching points on how to execute the right technique. Drills and conditioned practices to help develop skills. This chapter will explore the methods to develop participants' sporting skills, drawing from examples from a variety of sports.

### Drills to improve specific sporting techniques

Training drills are essential for improving sporting skills. There are various drill types depending on the stage the performer is at with their skill development. Drills are usually progressive, helping the participant to the skill and help them develop the proper technique on their own. Drills often include elements such as travel and opposition which apply the skill in practice. Below we will explore how drills in sport can be developed with progressive drills.

#### Unopposed stationary drills

Initially when learning the technique for a skill, the participant should practise it by themselves while on the spot or stationary. For example:

- In football, a player might practise shooting by hitting a stationary ball.
- In basketball, a player might practise chest passing to a partner or against a wall.
- In rugby, a player might practise passing by throwing the ball at a target while stationary.
- In badminton, a player might practise serving into the opposite service box.

This will help the player to refine their technique with each attempt and give them time to compose themselves and concentrate on executing the technique without the added pressure of having to coordinate the skill with other actions such as running.

#### Drills introducing travel

Once a technique has been mastered while stationary, it can be progressed by introducing travel. For example:

- In football, a player might practise shooting after they have dribbled with the ball, so they are making contact while the ball is moving.
- In basketball, a player might practise dribbling with the ball while making forward progress.
- In rugby, a player might practise passing the ball along a flat line or slightly below shoulder height to a target player while they are running forwards.
- In badminton, a player might practise playing the overhead shot by shuffling to the back of the court and playing the shot.

Progressing the drill in this way allows the performer to practise the skill while on the move, adding a challenge whereby the participant must execute the technique while coordinating movement. Drills performed while moving, so taking participants to drills that integrate this element helps to develop their skills.

#### Drills with passive opposition

When the participant has gained competence with executing the technique for a skill, it is time to introduce the presence of opposition. To begin with, opposition should be passive (i.e. static). Equipment such as cones or poles can be used to simulate passive opposition. For example:

- In football, a player might practise dribbling in and out of cones.
- In basketball, a player might practise dribbling around an opponent by performing a specific skill such as a feint.
- In rugby, a player might practise passing by throwing the ball at a teammate.
- In badminton, a player might practise playing a shot away from a static opponent.

**COPYRIGHT  
PROTECTED**



Practising skills in the presence of opposition introduces extra elements into a skill. In competition are executed in real time. Therefore, the presence of an opponent is an important sport-specific practice in timing the execution of their skills and adapting on the positioning of an opponent.

### Drills with active opposition

Once the participant has become familiar with the presence of passive opposition, they should attempt the skill in the presence of active opposition (i.e. players who are looking to steal possession). For example:

- In football, a player might practise dribbling around an opponent who is looking to dispossess the player in possession of the ball.
- In basketball, a player might practise shooting at the basket with a player who is looking to block the shot.
- In rugby, a player might practise passing or throwing the ball at a target while standing still.
- In badminton, a player might practise returning an opposition's serve.

Performing a skill in the presence of active opposition is the closest the participant can get to competitive action except for competition itself. Incorporating active opposition into drills allows the participant to practise **decision-making** with skills. This allows the participant to practise scanning the situation based on the surroundings.

#### Applied activity

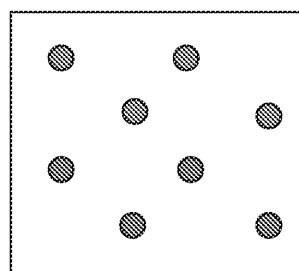
For a sport not listed in the examples above, identify a skill and design four drills to improve the specific technique of that skill.

1. An unopposed stationary drill
2. A drill with travel
3. A drill with passive opposition
4. A drill with active opposition

**Optional:** Instruct your class through your chosen drill.

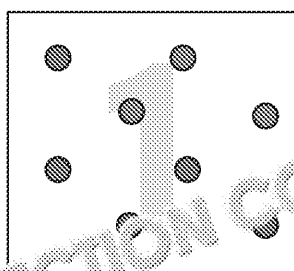
## Conditioned practices

To progress drills even further, conditioned practices can be used to implement rules that challenge participants to perform drills under different conditions. For example, a possession drill can be run under different conditions, as shown in the diagrams below, to challenge participants and improve their skills even further.



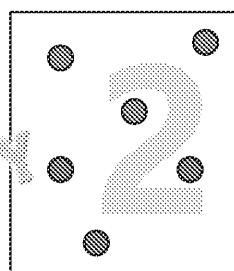
**Initial drill**  
Standard 5 v 5 possession

The initial drill challenges participants to maintain possession of the ball while active opposition players attempt to dispossess and gain possession for themselves.



**Conditioned practice 1:**  
Uneven teams (e.g. 5 v 3)

By making the teams uneven, it challenges the team out of possession to work harder to win back the ball. This reflects the change that occurs in actual competition due to a red card.



**Conditioned practice 2:**  
Maximum two touches

Introducing a maximum of two touches each time a player has possession of the ball challenges participants to think fast, using a single touch to move the ball into space and the ability to make a pass.

**COPYRIGHT  
PROTECTED**





## Demonstrations of techniques and teaching points

In order for the participant to know what techniques for performing skills looks like demonstration. This can be done using the self or a peer, and must be in view of all to see what they need to replicate. Demonstrations should be performed by participants with skill so that others are aware of the safe and correct way to perform the technique. Demonstrations of the correct way to perform skills are often referred to as the 'perfect' demonstration.

When participants are attempting to replicate the skill being demonstrated, they should be helped to identify what they might be doing well or where they might be going wrong. The coach should target the areas of improvement with a skill so that it is performed with increasing proficiency. Teaching points should use short sentences that are easy to understand, as this will help participants to remember them. They should also only cover the salient points so that participants are not focusing on too many details.

For example, the teaching points that someone might give for a rugby tackle and the teaching points in some techniques for a rugby tackle are important to ensure that the skill is performed safely and correctly.

### Rugby tackle

<b>To prepare:</b>	<ul style="list-style-type: none"> <li>Keep the eyes open. Eyes on the thighs of the ball carrier.</li> <li>Keep the back straight</li> <li>Stay low and keep a strong body position</li> <li>Hold the hands out in front of the body</li> <li>Keep on the toes</li> </ul>
<b>To execute:</b>	<ul style="list-style-type: none"> <li>Make firm contact with the opponent by driving with your shoulder</li> <li>Tuck the head to the rear of the thigh (cheek to cheek)</li> <li>Wrap the arms tightly around the ball carrier</li> <li>Drive with your legs through the ball carrier</li> <li>Do not lift player above horizontal (this is illegal)</li> <li>Cushion them to the ground, landing on the buttocks</li> </ul>
<b>To recover:</b>	<ul style="list-style-type: none"> <li>Release the ball carrier and roll away</li> <li>Get back onto feet as quickly as possible</li> <li>Contest for possession</li> </ul>

### Tennis serve

<b>To prepare:</b>	<ul style="list-style-type: none"> <li>Have back foot parallel to the baseline, keeping feet behind baseline before making contact</li> <li>Toss the ball up slightly higher than reaching distance and slightly in front of you</li> <li>Bend the elbow to position racquet as if scratching the back</li> <li>Bend the knees, keeping body weight on the back leg</li> </ul>
<b>To execute:</b>	<ul style="list-style-type: none"> <li>Push upwards towards the ball with the legs</li> <li>Make contact with a straight arm reaching towards the ball</li> <li>Snap the wrist down</li> </ul>
<b>To recover:</b>	<ul style="list-style-type: none"> <li>Bring the racquet down and across the body</li> <li>Turn shoulders to face the net</li> <li>Step forward past the baseline</li> </ul>

COPYRIGHT  
PROTECTED



### Applied activity

Work with a partner to demonstrate a technique for a skill in sport that you are learning. Replicate the skill, and provide teaching points to help them improve. Swap roles when your partner has perfected the skill.

### Applied activity

Create a plan for a training session in a sport of your choice, outlining the different practices you would use to improve select skills relevant to that sport.

## Chapter C1: Revision Quest

### Checking understanding questions

1. Describe how you could develop a skill with progressive drills.
2. What is meant by conditioned practices?
3. Outline **two** ways in which effective teaching points can be delivered to a person learning a skill.

### Taking it further questions

#### Case Study

You are working at a multisports summer camp for children aged 11–16, that has an excellent reputation. You have a good knowledge of the sports that are participated in at the camp. Currently you are running the hockey and football sessions.

1. One of the key skills in hockey is dribbling.  
Give an example for each of the following, used to develop technique for dribbling.
  - a) an unopposed stationary drill
  - b) a drill with travel introduced
  - c) a drill with passive opposition
  - d) a drill with active opposition
2. A couple of the children have explained how they want to improve their technique for a lofted pass in football.
  - a. Design and describe a drill to develop a lofted pass in football.
  - b. Describe **two** different conditioned practices you would use to develop the technique. Justify how each helps to improve the technique for that skill.

You may use diagrams to support your answers.
3. For a skill in a sport of your choice, list **four** teaching points you would give to develop the correct and safe way to perform the technique.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Chapter C2: Drills to improve sporting

Once the drills and conditioned practices have been planned, it is time to put them into practice. This section focuses on how drills can be organised and how participants can be supported when performing conditioned practices.

### Organisation and demonstration of drills

Delivering effective drills requires good organisation in terms of space, equipment and personnel. Everything should flow smoothly and as planned. To support participants in the drills, instructions and equipment are provided so that all participants have a good idea of what is required.



#### Equipment

Both the quantity and type of equipment needed for each drill must be considered. Drills where each participant works as an individual may require more equipment than drills that are completed as a group. Equipment should be sport-specific so that participants can practise skills with equipment they are going to be using in actual competition.

#### Organisation of participants

Drills should take into account how participants are going to be organised. For example, they may be working by themselves, in pairs or in groups. This requires organisation in terms of equipment and space.



#### Timing

Drills and their progressions should stick to planned timings to ensure that all intended aspects of the session can be focused on. This is likely to be influenced by how well participants are performing in drills, so a dynamic approach to practice is needed.

#### Demonstrations

Demonstrations should show participants how to perform techniques safely and correctly. Demonstrations can be given either by those leading a drill or by peers performing the drill. When giving any demonstration, it is important that the demonstrator is positioned in view of all participants.



INSPECTION COPY

COPYRIGHT  
PROTECTED



## Supporting participants taking part in drills

Support comes in the form of **observation**, and providing instructions for drills, teaching points for techniques, and feedback once participants have performed different skills. Let's take a look at the importance of each.

Obs  
tak  
par

### 1. Observing participants

Close attention must be paid to participants as they are practising the technique to identify what they are doing well and what they may need to improve, in order to make attempts. Observing participants is much easier if a drill is performed as a group. If performed as individuals or in pairs, the person leading the drill must go round at a time. They should maintain some distance so as not to interfere with the drill and undue pressure, as this may affect the quality of the skill.

### 2. Providing instructions

When introducing a drill to the group, it is important to give short, simple instructions that are easy to understand and for participants to remember. Positioning is important when giving instructions so that participants can hear and give their full attention, so that they can follow the instructions. Instructions should then be progressed to add further complexities and challenges to the drill as participants become more confident with the current instructions.

### 3. Providing teaching points

While participants are performing the drill, the leader of the drill should be providing teaching points for the techniques used for skills. Teaching points can also be provided when demonstrating the skill. They should be simple and easy to understand, highlighting how to perform the skill correctly.

### 4. Providing feedback

Feedback can take place while drills are taking place (concurrent feedback) and at the end of a drill (terminal feedback). Concurrent feedback gives performers the opportunity to improve their technique for skills there and then, while terminal feedback allows the leader to ensure learners understand the feedback. Feedback is essential for improving performance and allows the participant to understand what they are doing well and what they need to improve.

#### Applied activity

Time to put the drills you planned into action! Working in groups, plan a drill and deliver it to the rest of the group. You should provide appropriate support throughout to help participants improve their technique for the selected skills.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Chapter C2: Revision Questions

### Checking understanding questions

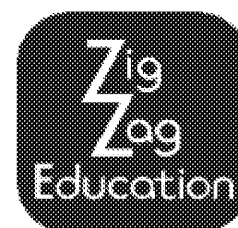
1. Give **two** examples of providing feedback to participants taking part in a drill.
2. Other than providing feedback, identify **three** ways of supporting participants in drills and conditioned practices.
3. Explain the importance of providing feedback to participants learning a skill.

### Taking it further questions

1. For a drill in a sport of your choice, outline the different instructions that you would give to participants.

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Chapters A1 and A2

### Checking understanding

1. Aerobic endurance is the ability of the heart and lungs to deliver oxygen to the working muscles to continue to exercise for a prolonged period of time without tiring (1). Coordination is the ability of all parts of the body to work together at the same time, both smoothly and without loss of time or energy (1).
2. Two from:
  - Gymnastics (1)
  - Martial arts (1)
  - Hurdle jumping (1)
 Accept any other suitable examples.
3. Static balance is the body's ability to maintain the centre of mass over the base of support (1). Dynamic balance is the body's ability to do this while on the move (1).
4. Power is a skill-related component of fitness and is the product of strength and speed (1). It combines strength and speed as they leave the ground to generate power at take-off (1). Hand strength is a physical-related component of fitness and is the maximal force a muscle is able to exert against a resistance (1). For example, a weightlifter requires strength to lift the heaviest weight in their chances of winning a competition (1).  
Accept other suitable examples.

### Taking it further

1. Any one from:
  - It increases the range of motion at the joint (1), allowing a dancer to get into better positions more efficiently and more aesthetically (1).
  - It can loosen / reduce tightness of muscles (1) to allow the dancer to perform with more ease.
2.
  - Forwards, particularly in the front row, require a large body mass – achieved through muscle and fat (1) – in order to make them difficult to move / make extra ground through contact (1).
  - Backs require a high muscle mass and low body fat (1) to increase their agility and ability to break through opposition's defence (1).
3. 6 marks from:
  - Muscular endurance is needed to repeatedly use muscle groups such as the pectoralis major for forehand shots / latissimus dorsi and triceps to play backhand shots, without fatigue (1).
  - Aerobic endurance is needed to maintain oxygen supply to the working muscles (1).
  - Flexibility is required to stretch for shots, e.g. lateral flexion at the trunk and abdomen (1). It is required to reach for a shot at the side. A greater flexibility allows the performer to reach further (1).
  - Power is needed to move the arm at speed and exert strength, such as during a smash (1). It helps to hit the ball and reduce the chance of an opponent being able to return it (1).
  - Agility is needed to move from one side of the court to the other to return shots (1).
  - Coordination is needed to move multiple body parts at once, such as hand-eye coordination to hit the racquet towards the ball (1), or coordination of the arms and legs when responding to a shot (1).
  - Good reaction time is needed to respond to the opponent's shots (e.g. drop shot) (1).
 Accept any other appropriate examples and discussion points.
4. Physical fitness: speed (1) / Skill-related fitness: reaction time (1)
5. 1 mark for component of skill-related fitness and 1 mark for justification. Any one from:
  - Power (1). Javelin and shot-put require performers to move arms at speed and as far as possible (1).
  - Balance (1). Both javelin and shot-put require movement in the run-up; if her dynamic balance is good, she can throw with more efficiency (1).
  - Coordination (1). Being able to run, and throw the javelin/shot smoothly and efficiently, increases the distance of the object thrown.

INSPECTION COPY

COPYRIGHT  
PROTECTED



# Chapter B1

## Checking understanding

1. The learned ability to perform a movement both effectively and efficiently (1).
2. Any two from:
  - Offload (rugby) (1)
  - Sidearm pass (lacrosse) (1)
  - Chest pass (basketball/netball) (1)
  - Slap pass (hockey) (1)
  - Lofted/chip pass (football) (1)*Accept other suitable examples.*
3. Three from:
  - 6 runs for hitting the ball over the boundary without it touching on the field of play (1)
  - 4 runs for hitting the ball over the boundary having touched on the field of play (1)
  - 1 run each time the batter runs to the opposite end of the pitch, and in doing so, switches position (1)
  - 5 penalty runs if opposition make an infringement (1)
4. Any two from:
  - e.g. tackling (1) – in a 1 v 1 with a partner who is carrying the ball / a tackle bag (1)
  - e.g. blocking (1) – by lining up a number of balls from different angles on the pitch (1)
  - e.g. passing (1) – by working with a partner and passing the ball back and forth (1)
  - e.g. stepping (1) – in a 1 v 1 with a partner where the aim is to try to beat them out of the area (1)*Accept other examples and suitable descriptions of isolated practices.*
5. Any one from:
  - e.g. attempting to play safe shots when a bowler is on the new ball (1) – by batting defensive shots against a field of opponents (1)
  - e.g. using a slow bowler if the pitch is dry (1) – by practising bowling slow balls or moisture on the pitch (1)*Accept any example of a strategy in cricket and a suitable description of a competitive situation.*

## Taking it further

1. e.g. Football  
Skills – sub-max. 3 marks:
  - Passing is important as it helps open up opportunities to cut through the opposition (1)
  - Shooting is important as it is the way most goals are scored (1)
  - Dribbling is important as it is an effective method of beating players (1)
  - Tackling/intercepting is important as it is the most common way of regaining possession (1)Strategies – sub-max. 3 marks:
  - Doubling up on a dangerous opposition player to limit their effectiveness in the defensive half (1)
  - Playing a high defensive line in order to catch forwards offside (1)
  - Playing a high press game in order to defend from the front (1)
  - Putting players behind the goal in order to try to keep a clean sheet against a strong attack (1)*Accept any suitable analysis of skills and strategies for the sport selected.*
2. Any two from:
  - Passing (1)
  - Shooting (1)
  - Dribbling (1)
  - Intercepting (1)*Accept any other suitable examples.*
3. e.g. Passing drills for:
  - Isolation practice – chest passing against different targets on a wall (1)
  - Competitive situation – passing around an opponent with other teammates (1)*Accept other suitable examples from other skills.*
4. One from:
  - Possession play (1) by avoiding high-risk passes and plays that hand over the ball (1)
  - Offensive play (1) by being direct with movements and taking shots whenever the opportunity arises (1)
  - Defensive play (1) by putting numbers behind the ball and having players attempt to win the ball back (1)*Accept other suitable examples.*

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Chapters B2 and B3

### Checking understanding

1. A referee is an official who has an active role in enforcing rules and regulations to ensure more passive and concerned about making judgement calls to settle disputes (1).
2. Any two from:
  - Television match official (TMO) in rugby (1)
  - Video assistant referee (VAR) in football (1)
  - Third umpire in cricket (1)
 Accept any other suitable examples.
3. 4 marks from:
  - To communicate with the main official and come to better-informed decisions (1)
  - To perform specific role-related duties such as tagging for offside in football (1)
  - To maintain appearances in dress and attire as the main official (1)
  - To use equipment to perform their role, such as flags and headsets (1)
  - To maintain a high level of fitness to perform effectively in their role (1)
 Accept any other roles or responsibilities of assistant referees in sport.
4. Any two from:
 

<ul style="list-style-type: none"> <li>• Whistle (1)</li> <li>• Headset (1)</li> <li>• Watch (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Microphone (1)</li> <li>• Bodycam (1)</li> <li>• Flag (1)</li> </ul>
---	---

 Accept any other suitable examples.
5. 2 marks from:
  - Using the correct signals (1)
  - Communicating decisions to players and other officials (1)
  - Positioning themselves appropriately (1)

### Taking it further

Example answers given from a range of sports for different questions for variety. Students' answers from the same sport.

1. a. e.g. Rugby – two from:
  - Referee (1)
  - TMO (1)
  - Touch judge (1)
  - Timekeeper (1)
 Accept any suitable examples from the sport selected.
- b. Any two from:
  - Referee – to ensure players adhere to the rules and regulations of the game
  - Touch judge – to check that players in possession of the ball remain within the field of play and that a penalty kick or conversion has gone through the posts (1)
  - TMO – to review key decisions on video and communicate with the main referee
  - Timekeeper – to ensure that each interval is played for the right amount of time and that it is accounted for within the rules of the game (1)
 Accept any other suitable roles for officials defined in 1a.
2. a. e.g. Basketball – two from:
  - 5 players (1)
  - Substitutions (1)
 Award 2 marks for the correct answer from the sport selected.
- b. e.g. Rugby – two for:
  - 80 minutes / 2 × 40-minute halves (2 × 10-minute extra time periods if a goal is scored in the last 10 minutes of each half)
  - Separated by a 10-minute half-time interval (5-minute interval in extra time)
 Award marks for correct answers from the sport selected.
3. e.g. Netball – two for:
  - Shot in open play inside the goal circle (1 point)
  - Free shot awarded for a technical foul against that team (1 point)
 Award marks for correct answers from the sport selected.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





4. Cricket – one mark for:
- A diameter between 137 and 150 mm (according to the ICC):  
*Award mark for correct answer from the sport selected.*
5. e.g. Tennis – 3 marks for:
- Starts with the player who won the coin toss serving (1)
  - Play restarts between set and game breaks with the call of the umpire after the set (1)
  - The match ends when a player wins the best of three sets (or five sets for men's singles) (1)
6. e.g. Football – 6 marks from:
- A free kick will be awarded against any players who are in an offside position and the ball is in play (1)
  - Players must win the ball fairly; any tackle that takes the player before the ball or not in line with the ball is a foul (1)
  - Outfield players must not handle the ball; any ball-handling offence outside the penalty area is a foul (1)
  - Players must not raise their boots off the ground to tackle; if dangerous play is not a foul, it is a caution (1)
  - Players must not lead with their arms when challenging for a header; elbowing an opponent is a foul (1)
  - Players must not simulate a foul; any players found simulating a foul will be shown a yellow card (1)
  - If a player brings down an opponent who has a clear goal-scoring opportunity, the referee will award a penalty (1)
- Acceptable analysis of skills and strategies for the sport selected.*



INSPECTION COPY

COPYRIGHT  
PROTECTED

# Chapter C1

## Checking understanding

1. 4 marks from:
  - Start by practising the skill in a stationary position while unopposed (1)
  - Add an element of travel to the skill (1)
  - Perform the skill in the presence of passive opposition (1)
  - Perform the skill in the presence of active opposition (1)
  - Apply different conditioned practices to develop the skill further (1)
2. Practices that use rule changes to challenge the execution of a specific skill (1)
3. 2 marks from:
  - By keeping sentences short (1)
  - Focusing on key points only (1)
  - Using simple terminology (1)

*Accept any other suitable*

## Taking it further

1. e.g. Dribbling in hockey
  - a) e.g. moving the ball from side to side with the stick while standing on the spot (1)
  - b) e.g. moving in a straight line with the ball from one side of the pitch to the other (1)
  - c) e.g. using the stick to move in and out of cones with the ball (1)
  - d) e.g. participating in a 1 v 1 to beat an opponent trying to win the ball for themselves (1)

*Accept suitable examples from the sport selected.*

2. a. Lofted passing in football  
2 marks for appropriate description of a drill – e.g.:
  - Mark out two square areas with cones opposite each other at a distance of 10m between each box. Players must perform a lofted pass to their partner, which must land in the box.
  - Each player starts on three lives. If a player fails to land the pass in their partner's box, the player at fault loses a life. First person to reach zero lives is out.
- b. 1 mark for each conditioned practice, and 1 mark for each justification (maximum 2 marks)
  - Decrease the size of the square (1) so that the player has to be more accurate.
  - Increase the distance between the two squares (1) so that the players have to use more power.
  - Players must control the ball with one foot and pass with the other (1) so that they can use both techniques with both feet (1)

*Accept any suitable examples from the sport selected.*

3. e.g. performing a squat in a weightlifting competition – four from:
  - Place the feet just wider than shoulder width apart (1)
  - Point the feet slightly outwards (1)
  - Take a deep breath (1)
  - Focus on a point directly in front of you for the duration of the squat (1)
  - Slowly sit back into the heels until the thighs are parallel with the ground (1)
  - Keep the heels firmly planted (1)
  - Push through the heels in the upward phase of the squat (1)
  - Breathe out during the upward phase (1)
  - Keep the knees pointing forwards for the duration of the squat (1)
  - Keep the back straight at all times (1)

*Accept any suitable teaching points for a skill in a selected sport.*

INSPECTION COPY

COPYRIGHT  
PROTECTED



# Chapter C2

## Checking understanding

- Two from:
  - Providing teaching points (1)
  - Verbally during/after the skill (1)
  - Identifying strengths (1)
  - Visually through demonstration (1)*Accept any other suitable ways.*
- Three for:
  - Observing participants
  - Providing instructions
  - Providing teaching points
- It allows the performer to understand what they are doing well and what could be improved. They can take the feedback on board and apply it in future practices (1)

## Taking it further

- e.g. Passing in football – 5 or from:
  - For a touch passing, stand a short distance away from your partner (1)
  - If a touch is needed to control the ball before passing, stand a greater distance away (1)
  - Take the ball away from an imaginary opponent with the first touch before passing (1)
  - Keep the knee over the ball to keep the pass on the ground (1)
  - Get under the ball for a lofted pass (1)
  - Pass with the inside of the foot for greater accuracy over short distances (1)
  - Pass with the laces to generate power in passes over greater distances (1)
  - Make sure you keep the ball close to the body with the first touch (1)*Accept other suitable instructions in a drill for the selected sport.*

INSPECTION COPY

COPYRIGHT  
PROTECTED

