



# Y10 Cambridge National Sports Studies - knowledge organiser



## Assignment R185:

- 1. Assignment** - A piece of work given to someone, typically as part of their studies
- 2. Logbook** - an official document that records information
- 3. Participation** - the act of taking part in an event or activity:
- 4. Review** - to think about something again, in order to make changes to it or to make a decision about it
- 5. Strength** - a good characteristic
- 6. Weakness** - a particular part or quality of someone or something that is not good or effective
- 7. Drills** - an activity that practises a particular skill and often involves repeating the same thing several times
- 8. Feedback** - information or statements of opinion about something
- 9. Plan** - a set of decisions about how to do something in the future
- 10. Teaching point** - A set of instructions implemented to fulfil a skill effectively
- 11. Training session** - Designated time to improve / train
- 12. Leadership** - Ability to be in charge of an organisation / group of people
- 13. Specification** - a detailed description of how something should be done
- 14. Observation** - The act of watching.

## Assignment R187:

- 15. Awareness** - knowledge and understanding of a particular activity, subject, etc
- 16. OAA** - Outdoor adventurous activities
- 17. Provision** -the act of providing something
- 18. Research** - a detailed study of a subject to discover (new) information
- 19. Organisations** - a group of people who work together to provide a service
- 20. Equipment** - the set of necessary tools, clothing, footwear...
- 21. Terrain** - An area of land
- 22. Considerations** - the act of thinking about something carefully
- 23. Risk assessment** - the process of examining the risks involved in a planned activity
- 24. Evaluate** - to judge or calculate the quality, importance, amount, or value of something
- 25. Plagiarism** - the process of using another person's ideas or work and pretending that it is your own

## R185 Set Assignment – Template for Task 1: Logbook of participation

[Redacted]			
Candidate Name		Candidate number	
Activity			
Date	Level of competition	Role/position/ events	Notes

## R185 Set Assignment – Template for Task 2: Training programme Logbook

[Redacted]	
Candidate Name	Candidate number
Activity	
Date of participation	Details of sessions and drills undertaken
	What did you do? (brief) What were your scores? Was the test valid? How? What did you feel during the test? (Feelings?) Would you change anything the next time you do the test? Why? (Should you change anything?)

## Teacher Observation Record

Please read the **guidance notes** on the following page before completing this form.

<b>Student name:</b>	
<b>Qualification:</b>	OCR Level 1/Level 2 Cambridge National in Sport Studies
<b>Unit number and title:</b>	Unit number: R185
<b>Activity observed:</b>	Unit title: Performance and leadership in sports activities
	Task title:
	Task number:
<b>Date activity completed:</b>	
<b>Additional evidence attached:</b>	

<b>TEACHER SECTION:</b>
How did the student complete the activity? Your response must provide details of what the student did and how this relates to the relevant marking.



# Cambridge National Sports Studies - Mark banding knowledge organiser



## Marking band 1 wording:

**Basic** - Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.

**Brief/Briefly** - Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.

**Dependent** - The student can perform a task when given regular assistance or help.

**Few** - Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.

**Hesitant(ly)** - Slow, uncertain, reluctant.

**Inconsistent(ly)** - A level of performance which varies in quality over time.

**Inefficient** - Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.

**Limited** - Work produced is restricted in range or scope and includes only some of the information required. Work produced is a starting point.

**Minimal** - Includes very little in amount or quantity required.

**Simple** - Includes a small number of relevant parts, which are not related to each other.

**Superficial** - Work completed lacks depth and detail.

## Marking band 3 wording:

**Accurate(ly)** - Acting or performing with care and precision. Correct in all details.

**All** - Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.

**Clear(ly)** - Focused and accurately expressed, without ambiguity.

**Complex** - Includes many relevant parts, all of which relate to each other logically.

**Comprehensive(ly)** - The work produced is complete and includes everything required to show depth and breadth of understanding. Fully fit-for-purpose.

**Confident(ly)** - Showing certainty over the information presented. Showing certainty in actions performed.

**Consistent(ly)** - A level of performance which does not vary in quality over time.

**Critical** - Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective troubleshooting/fault finding.

**Detailed** - Gives point by point consideration of all the key information.

**Efficient** - Able to produce results or outputs with the minimum expense, because of good organisation and making the best use of available resources.

**Full(y)** - Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding. Work produced results in a process, concept or output that would be fully fit-for-purpose.

**Independent(ly)** - The student can perform a task without assistance or reliance on others.

**Justify/Justified** - The reasons for doing something are explained in full.

**Most(ly)** - Includes nearly all of what is expected to be included.

**Perceptive** - Having or showing insight.

**Specific** - Evidence is tightly focused on the individual or activity in question, rather than general or generic.

**Well developed** - The student evidences skills that are mature and well-practised. The student evidences knowledge or awareness that demonstrate solid underpinning understanding of the situation.

**Wide (ranging)** - Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.

## Marking band 2 wording:

**Adequate(ly)** - Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.

**Assisted** - The student can perform a task with occasional assistance or help.

**Part(ly)/Partial** - To some extent but not completely. Work produced results in a process, concept or output that would be useable for its purpose.

**Some** - Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.

**Sound** - Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. Applies understanding and skills to produce the wanted or intended result in a way that would be useable.