OCR Cambridge Technical in Sport and Physical Activity Level 3

Thank you for expressing an interest in studying Cambridge Technical at Dene Magna. Some of you will know the PE staff very well having completed (nearly) 5 years of school at Dene Magna. Others will be joining us from other schools and to you I offer a very warm welcome and guarantee to all of you that in line with the school's ethos, you will achieve your maximum potential and enjoy the process.

Our Cambridge Technical Level 3 qualifications support students' lifelong learning journey, are included on the 16–18 key stage 5 performance tables (up to 2024) in England and are recognised for UCAS Tariff points.

This vocational qualification is a considerable step up from GCSE. There is an increased expectation that you as students do more independent work in between lessons. This needs to be documented and shown each week. The nature of the topics allows for greater discussion also and this is another area that we would expect you to thrive in. The ability to provide a good argument for your opinion and use persuasive techniques to make a point.

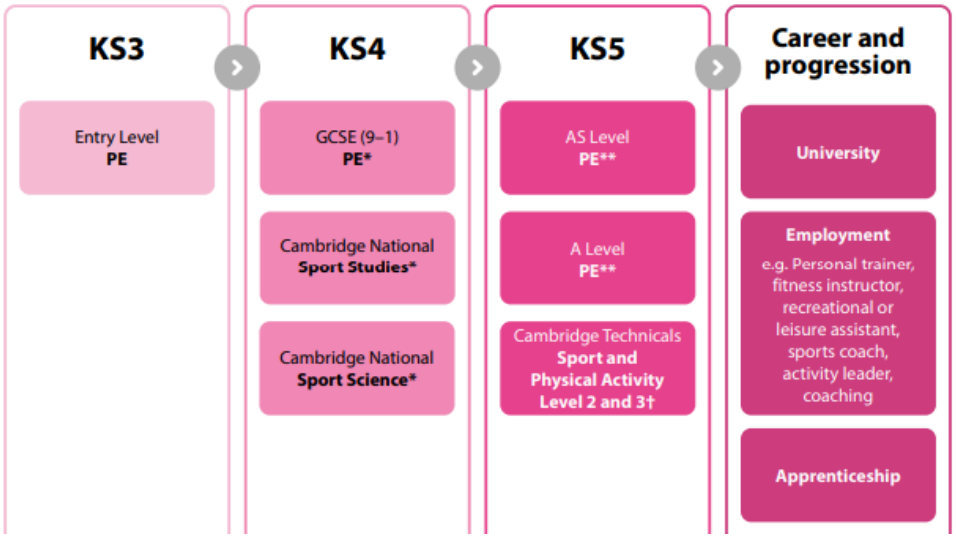
Throughout this booklet, we have created a guide for each of the topics you will study. There is some suggested reading which would set you up nicely for when we start the course in September. There are some tasks to get you thinking about each topic and as always, if you have any questions, please don't hesitate to ask.

I wish you all a safe and relaxing summer and I look forward to being able to welcome you in person in September.

Thanks

Paul Griffiths
Head of PE

PATHWAYS FOR SPORT AND PE



CAMBRIDGE TECHNICALS IN SPORT AND PHYSICAL ACTIVITY

ABOUT CAMBRIDGE TECHNICALS

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students **aged 16+**. They're designed with the workplace and progression to higher education in mind and provide a high-quality alternative to A Levels at level 3. Qualifications at levels 2 and 3 have a mixture of internal and external assessments and centres are allocated a visiting moderator. DfE Level 3 announced funding changes for August 2020 in England do not apply in Northern Ireland and Wales.

KEY INFORMATION

SPECIFICATION CODES:

Sport and Physical Activity Level 3 (2016) Certificate/ Extended Certificate/Foundation Diploma/Diploma/ Extended Diploma – 05826 to 05829, 05872

Sport Level 3 (2012) Certificate/Introductory Diploma/ Subsidiary Diploma/Diploma/Extended Diploma – 05407, 05409, 05412, 05415, 05418

PERFORMANCE POINTS:

All Sport and Physical Activity Level 3 (2016) qualifications are eligible for Key Stage 5 performance points

IDEAL FOR:

Students aged 16+

PROGRESS TO:

Higher education, apprenticeships, employment

UCAS POINTS:

Level 3 qualifications receive UCAS tariff points

LEVEL 3

Our Level 3 Cambridge Technicals in Sport and Physical Activity qualifications help your students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an apprenticeship or employment.

We have designed refreshing and exciting content that's up to date, engaging, fit for purpose and suitable for the needs of your students. To do this, we've consulted with universities, employers and industry specialists to make sure your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

A wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on the body systems and the long and short term impacts of sport and physical activity; how sport is organised and the purpose of sports development; health and safety requirements in sport and physical activity; the purpose of, and how to conduct research in sport and physical activity; and how businesses in sport are organised and what success looks like to them. Dependent on the size chosen the qualifications either complement a Key Stage 5 study programme alongside other specific vocational qualifications or A Levels, or may make up the bulk of a two-year study programme. Our diplomas have vocational pathways within them that students can follow (one pathway must be achieved).

Unit 1 - Body Systems and the Effects of Physical Activity

Aim

Whether you are aiming to become a coach, nutritionist, personal trainer or leisure centre manager, knowledge of the human body, its systems and how they function will help you to ensure that your clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems you can ensure that sports and activities are properly focused and do not risk a client's health or well-being and will help you to persuade others to pursue and maintain a balanced, active, healthy lifestyle. In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.

Learning Skills required

In order to learn and fully engage in the lessons you must be able to do the following :

- Take part in class discussions, as there is a need for individuals to share knowledge on certain topics.
- Take notes independently when suggested that you do so for your own revision/RECAP time.
- Identify your own areas of weakness and build upon these in your own time
- Show an interest and desire to answer questions in front of the class in order to gain a deeper understanding of the topic.
- Be able to apply knowledge from GCSE PE (or equivalent) level and transfer it across. Additionally, apply knowledge from other subjects such as science or maths to encourage class discussions.

Pre-Reading Tasks

The pre-reading task is to help you have a confident base knowledge for some of the topics. I would like you to look back through your revision guides and class books to familiarise yourself with the following:

Skeletal system: bones, joints, planes of movement

Muscular system: muscles, antagonistic pairs

Cardiovascular system: the flow of blood around the body during exercise, diagram of the heart, key terms for the heart
Respiratory system: the structure of the respiratory system, gaseous exchange, key terms for breathing

Project

1.Create a poster for the skeletal system. It must highlight the pre reading tasks that you have completed and further research.

Skeletal system poster:

- You need to have a diagram of a synovial joint labelled. You need the definitions of all of the parts that make up a synovial joint. (**TIP:** choose the knee!)
- Write down all of the types of synovial joint with a brief description about them (**TIP:** there are 5 you will need to know)
- List the 9 movement patterns e.g. flexion
- Draw and label the planes of movement with a sporting example for each.

2. Complete the attached 5 revision power-points across the body systems unit to aid your knowledge to start the course.

Unit 2 - Sports Coaching

At some point throughout their lives everyone will have experienced being coached or taught about sport and physical activity. The importance of a high-quality coach or leader cannot be underestimated. The increasing demand for both young and old to learn and develop physical skills and sporting skills presents new and exciting opportunities for coaches, leaders and NGB's and, through coaching and leading, you can learn a set of skills such as communication and adaptability which will prove valuable in other aspects of your life, such as work and study.

This unit will give you an understanding of the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. You will explore the roles and responsibilities of coaches and leaders and how these differ from each other and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader

We will introduce the concept of 'transfer of learning'; discussing how such learned skills can be transferred from one sporting situation to another. Is it always a positive experience to transfer the skills we have been previously taught or can this at times lead to a negative aspect.

We have an opportunity to research the stages of learning; looking at the cognitive stage, associative stage and the autonomous stage and practically experience how we learn a new skill and what it feels like to go through these three stages.

In addition to the practical elements we will be researching theories behind the concepts, there are some strategies to enhance the learning of skills. These strategies are outlined within some theoretical concepts; operant conditioning and observational learning being just a few.

Project

Complete some background reading on 'Skill Continuums' and 'Classification of Skill'. Make some notes on your findings.

To give you an example of the work we will be doing, we would like you to think about the sport that you are passionate about.
Within this sport think of 3 main skills that occur often in a game.
With these skills, we would like you to consider all of the classifications these skills can fall within and decide in particular the strongest classification it can be categorised under and explain why.

Unit 17 - Sports Injuries and rehabilitation

If considering a future as a sports coach or leader, a fitness instructor or a leisure recreation assistant, you will need to know the different causes, types, signs and symptoms of sports injuries. You will also need to know the possible long-term effects of these injuries on the injured participant, both physical and psychological. This will allow you to support the injured participant appropriately, whether as part of the immediate response or a long-term rehabilitation programme, to avoid causing them further harm and speed up their safe return to participation. However, prevention is better than cure and so an understanding of risk factors and how to minimise risks will help maintain a safe environment, helping participants to stay injury free in the first place.

This unit will teach you how to recognise and treat common sports injuries both immediately and through long-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.

Areas of coverage will include:

- The definitions of chronic and acute sports injury
- Common causes of chronic sports injuries
- Common causes of acute sports injuries
- The signs and symptoms of common chronic sports injuries
- The signs and symptoms of common acute sports injuries
- Possible psychological effects of suffering a sports injury
- Extrinsic factors which can influence the risk of injury
- Intrinsic factors which can influence the risk of injury
- Steps that can be taken to minimise the risk of sports injuries
- Safety measures which are intrinsic to sports
- Appropriate courses of action immediately following an acute sports injury
- Emergency Action Plan (EAP)
- The different agencies and professionals that could be involved in the treatment of sports injuries
- The way in which each of the identified agencies or professionals could support rehabilitation from sports injury
- Under what circumstances an injured person might seek out external help
- The different types of treatment that can be used to support rehabilitation from sports injury
- The physiological response to each of the rehabilitation techniques identified
- The indications for and against each identified treatment for a range of common sports injuries
- Different grades of muscle injury
- Different phases of treatment
- Exercises that can be used as part of a rehabilitation programme
- Client-based' factors when planning a sports injury rehabilitation Programme
- Assessing the needs of a client
- Plan a client's rehabilitation programme
- Consideration of possible adaptations to programme if it does not work as planned

Project
Research the terms RICE, SALTAPS, acute and chronic injuries.

Unit 8 - Planning and Leading a Sporting Event

In this unit, you move from being a participant to a leader and coordinator, taking ownership of everything from the initial pitch to the final health and safety check.

Aim: To provide you with the knowledge and skills required to plan, promote, and deliver a sporting event. You will explore different types of events from local primary school festivals to international tournaments and understand the logistical "engine" that makes them work.

Essential Learning Skills

To succeed in Unit 8, you'll need to develop and demonstrate:

- Project Management: Working to strict deadlines and managing resources (equipment, officials, and space).
- Communication: Adapting your language for different stakeholders, from marketing to participants and volunteers.
- Risk Mitigation: Identifying potential hazards and creating "Plan B" scenarios.
- Reflective Practice: Critically evaluating your own performance to identify areas for growth.

Pre-Reading & Research Tasks

Before your first lesson, complete these three targeted research tasks to build your "event vocabulary."

1. Case Study Research: Look up a recent local sporting event (e.g., a 5k parkrun or a school sports day) and a major international one (e.g., the Commonwealth Games). List three ways their planning requirements differ (e.g., scale of security, broadcast rights vs. local flyers).
2. Tournament Formats: Research the difference between Knockout, Round Robin, and Ladder tournaments. Note down which format is best for a one-day event with limited time.
3. Health & Safety: Search for the "Health and Safety at Work Act 1974" and how it applies to volunteers in a sports setting.

Unit Assessment Structure

The unit is structured into four distinct Learning Outcomes (LOs) that follow a chronological project lifecycle.

Learning Outcome	Focus	Assessment Method
LO1	Types and purposes of events	Written report / Presentation
LO2	The Planning Phase	Detailed Event Plan & Risk Assessment
LO3	Event Delivery	Practical observation of you leading
LO4	Post-Event Review	Evaluation report based on feedback