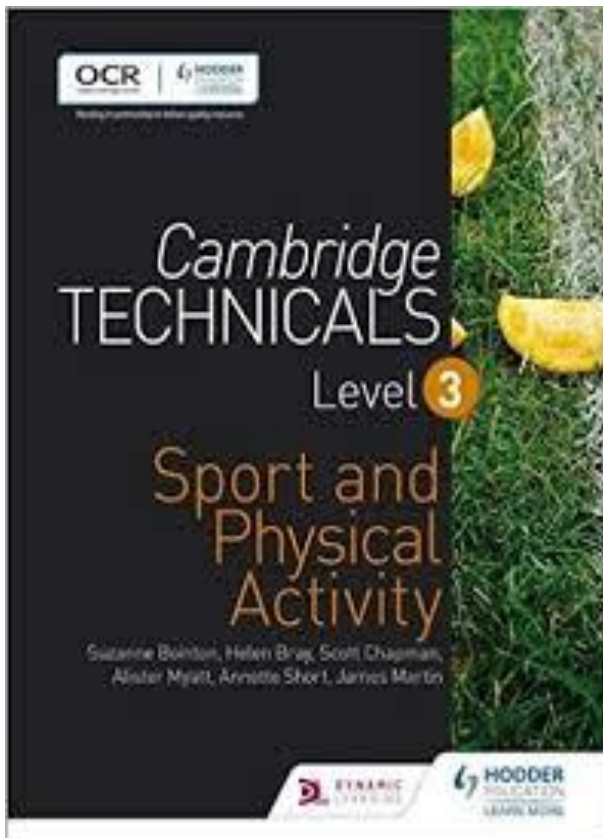


Cambridge Technical Level 3 Sport and Physical Activity.

Welcome to the Cambridge technical in sport and physical activity extended certificate. This course is worth 1 A level and is completed over 2 years from Y12 to Y13.

This booklet aims to give you a flavour of some of the content taught in Y12 and also show you the units of work that will be taught in Y13:



Unit Number	GLH (Guided learning hours)	Assessment Method	Extended Certificate 360 GLH	Y12 Staff.	Y13 Staff.
1 Body Systems And the effect Of Physical Activity	90	External (Exam)	Mandatory Unit	Mrs Staton	
2 Sports Coaching and Activity Leadership	90	Internal (Coursework)	Mandatory Unit	Miss Nuttall Mrs Staton	
3 Sports Organisation and Development	60	External (Exam)	Mandatory Unit		Miss Nuttall Mrs Staton
18 Practical Skills in Sport and Physical Activities.	60	Internal (Coursework)	Optional Unit	Mr Stonier	Mr Stonier
17 Sports injuries and rehabilitation.	60	Internal (Exam)	Optional Unit		Miss Nuttall

How to complete this booklet:

1- This booklet is designed to run along side the Open University's free courses

'Coaching to coach others'

'Working with young people in sport and exercise'

'Exploring Sport online: Athletes and efficient hearts'

You will need to **log onto the OU website and create an account** then **click on the 'Health, sport and Psychology'** section when you have completed the course you can print off a free certificate of participation from the OU, please attach that to this booklet when you are finished.

2-The course has a number of activities to complete as you work through it. Record your responses/notes in the places provided in this booklet. I have set additional questions for you to answer as you progress. I hope you enjoy it, I did.

Follow this link to the Open University website <https://www.open.edu/openlearn/>

Click 'subjects' from the bar across the top of the screen.

Click on 'health, sports and psychology.'

Under the blue heading 'health, sport and psychology' , click on 'explore subject'

Click on 'free courses'

Go to the left hand set of tabs and click on 'sport and fitness' to narrow your search of free courses.

Then click 'create account/sign in'

Create an account or sign in here and submit

Then click 'sign in to return to the page you were on'.

Sign in

Choose one of the courses listed above in point 1.

Click 'enter course' at the bottom of the page

And begin the course. *Note: Any issues finding the course please email astonier@stmca.org.uk*

The courses mentioned above in point 1 that you complete will compliment some of the work attached in this booklet. Most notably unit 1: Body systems and the effect of physical activity and unit 2 'Sports coaching and activity leadership'

3- You need to print off this booklet, or if printing is a problem make your own booklet by hand.

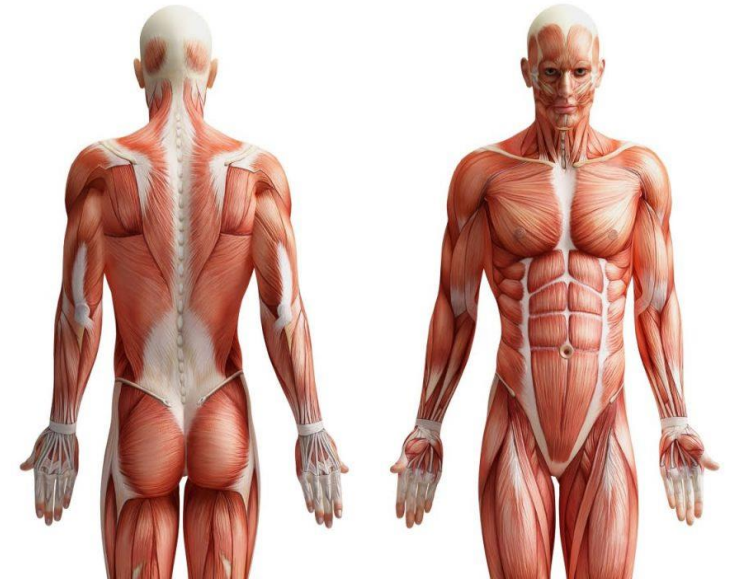
Unit 1: BODY SYSTEMS AND THE EFFECTS OF PHYSICAL ACTIVITY (ANATOMY)

Y11



Y12

Pre-sixth form work



Context in Year 12 you will complete a mandatory unit called ***Body Systems and the Effects of Physical Activity***. This bridging unit will introduce you to some of the key aspects of this unit and some skills you need to achieve success. If you want to complete your work electronically then you can send it to astaton@stmca.org.uk and we can provide some general feedback on it but it can only be considered as preparation for the start of the course. Alternatively complete the work , save it and have it available at start of year 12.

Key Terms- research and produce a some revision notes on:

1. The skeleton

- 6 functions of the skeleton
- 5 classifications of bone in the skeleton
- 6 types of synovial joints in the skeleton, typical structure of a synovial joint (e.g. the knee)

2. The muscles

- be able to label a diagram with the key muscles involved in sport

3. The cardiovascular system

- know the structure of the heart / be able to label a diagram of the heart
- 5 types of blood vessels, their functions and structures of each
- components and functions of blood

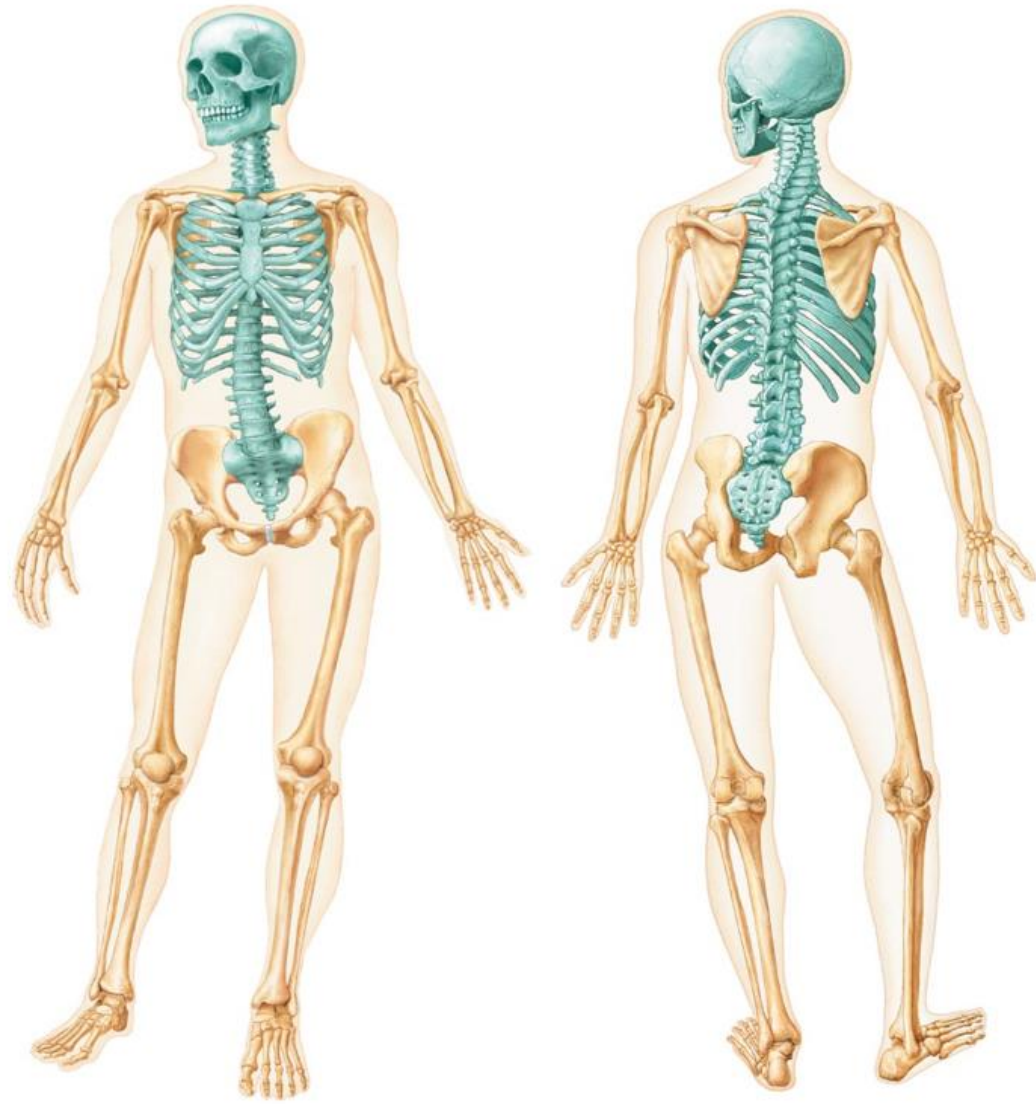
4. The respiratory system

- the mechanics of breathing during rest
- the mechanics of breathing during exercise
- Gaseous exchange

5. Energy Systems

- ATP-PC system
- Lactic Acid System
- Aerobic System

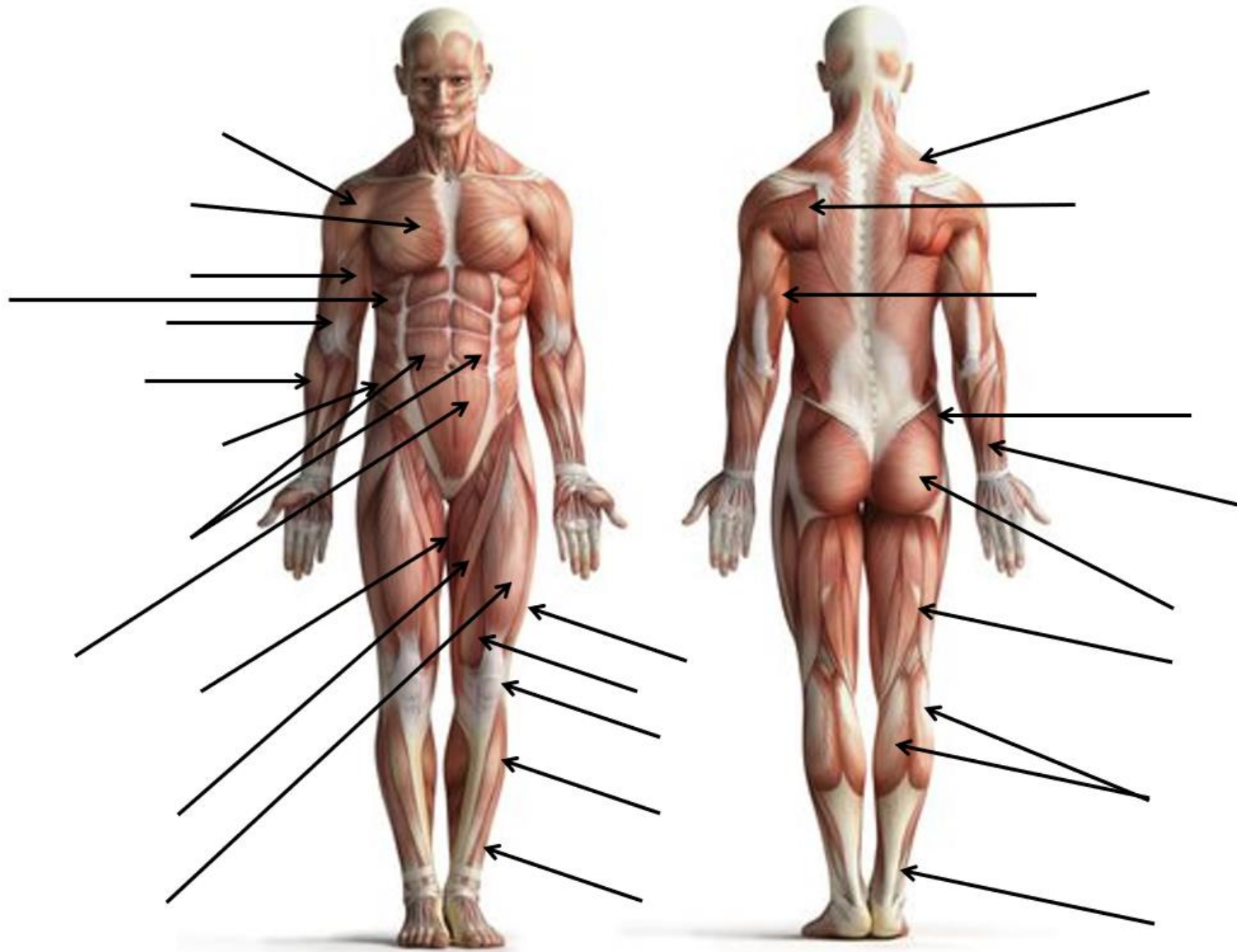
Appendicular skeleton

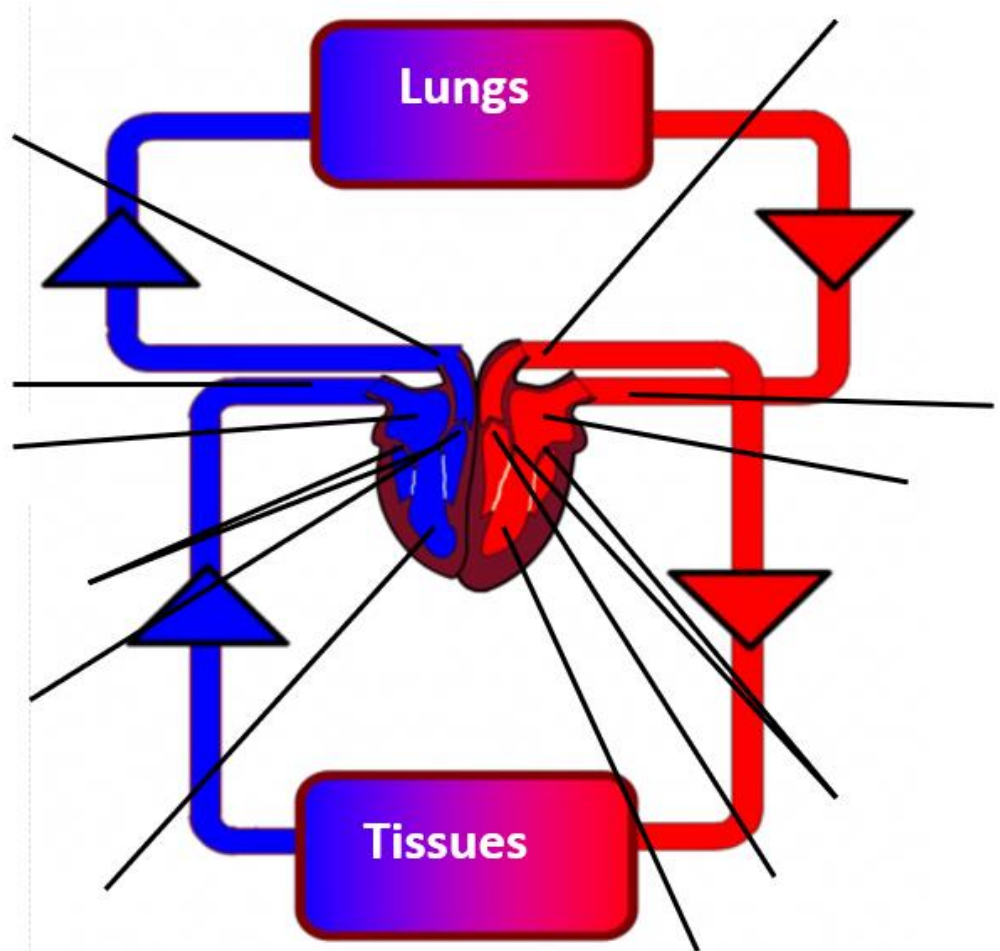


Clearly label the following: clavicle, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges (2 places), pelvis, ilium, ischium, pubis, tibia, fibula, talus, tarsals, metatarsals

FUNCTIONS OF THE SKELETON

```
graph TD; A[FUNCTIONS OF THE SKELETON] --> B[ ]; A --> C[ ]; A --> D[ ]; A --> E[ ]; A --> F[ ]; A --> G[ ]
```





Interactive tasks:

<https://www.bbc.co.uk/bitesize/guides/z32wmnb/revision/1>

Muscular system

<https://www.bbc.co.uk/bitesize/guides/z2gyrdm/revision/1>

Skeletal system

<https://www.bbc.co.uk/bitesize/guides/z8fhycw/revision/1>

Heart & cardiovascular system

<https://www.bbc.co.uk/bitesize/guides/zyjbqhv/revision/1>

Gaseous exchange revision

<https://www.bbc.co.uk/bitesize/guides/zsw3jty/revision/1>

Blood & respiration revision

<https://www.bbc.co.uk/bitesize/guides/zpd4wxs/revision/1>

Respiratory system

<https://www.bbc.co.uk/bitesize/guides/z2c34j6/revision/1>

Energy systems

Further reading

<https://www.brianmac.co.uk/>

- Click on 'Anatomy & physiology' tab on the left
- Click on 'Body systems' and look at the following – cardiovascular system, muscular system, respiratory system, skeletal system
- Click on 'energy systems'
- Click on 'movement analysis'

Y11



Y12

Unit 2: Sports coaching and activity leadership



Context in Year 12 you will complete a mandatory unit called ***Sports coaching and activity leadership***. This bridging unit will introduce you to some of the key aspects of this unit and some skills you need to achieve success.

If you want to complete your work electronically then you can send it to knuttall@stmca.org.uk and we can provide some general feedback on it but it can only be considered as preparation for the start of the course. Alternatively complete the work , save it and have it available at start of year 12

Key Terms- research and produce a definition with appropriate sporting examples of the following

Democratic leadership

Autocratic leadership

Laissez faire leadership

Group dynamics – including cohesion and social loafing.

Steiner’s model of group productivity

Types of practice-whole, part and progressive part

Personality- introvert and extrovert

There are 7 learning outcomes

LO1. Know the roles and responsibilities of sports coaches, activity leaders and PE teachers.

LO2 Understand the principles which underpin coaching and leading.

LO3 Be able to use methods to improve skills, techniques and tactics in sport.

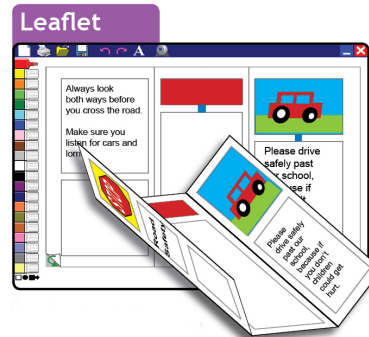
LO4 Be able to plan sports and activity sessions.

LO5 Be able to prepare sports and activity environments

LO6 Be able to deliver sports and activity sessions

LO7 Be able to review sports and activity sessions

You can evidence your work in various ways.



Can you research and then describe the roles and responsibilities of a sports coach, activity leader and PE teacher.

What are the similarities ? What are the differences?



How do all three support a healthy active lifestyle?

Research (ensure you keep the links to acknowledge your sources)

Find out what the *government are doing for the target groups in society ?*

From your experience *what are schools /teachers doing?*

What is your sports centre /community doing/.?

Walking football <https://thewfa.co.uk>

How will you present this information?



Leadership styles

- <https://www.youtube.com/watch?v=1AZMiq6Mg-k>
- There are 3 'main' styles of leadership. The styles are described in the video above but these are general descriptions. Below are examples of these leadership styles in sport.
- Autocratic- <https://www.youtube.com/watch?v=U6SM057qEy4>
- Democratic- <https://leadersinsport.com/performance/coaching-and-development/carlo-ancelotti/>
- Laissez Faire- There aren't many examples of this as it isn't a leadership style under taken very often.

Unit 18- Practical skills in sport and physical activities.

GRADING CRITERIA

Unit Outcomes

Within this unit the 4 outcomes which will be covered are:

1. Be able to apply skills, techniques and tactics and in an individual sport.
2. Be able to apply skills, techniques and tactics in a team sport.
3. Be able to apply skills and knowledge in outdoor and adventurous activities.
4. Be able to officiate in sport and physical activity.

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to apply skills, techniques and tactics in an individual sport	P1*: Demonstrate effective selection and execution of skills and techniques in an individual sport	M1: Demonstrate understanding of the sport and awareness of own performance and that of opponent(s) through decision-making and adaptability during performance	D1: Demonstrate creativity and flair during performance
	P2*: Demonstrate effective selection of tactics and strategies during performance		
	P3: Manage and maintain own performance appropriately		
2. Be able to apply skills, techniques and tactics in a team sport	P4*: Demonstrate effective selection and execution of skills and techniques in a team sport	M2: Demonstrate understanding of the sport and awareness of performance of teammates and opponent(s), through decision-making and adaptability during performance	D2: Demonstrate creativity and flair during performance, appropriate to the needs of the team
	*P5: Demonstrate effective performance and communication of tactics and strategies		
	P6: Fulfil own role within a team performance effectively		
3. Be able to apply skills and knowledge in outdoor and adventurous activities	*P7: Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity		
4. Be able to officiate in sport and physical activity	P8: Describe the roles and responsibilities of officials in sport and physical activity	M3: Communicate clearly and effectively with participants while officiating a competitive game or performance situation	D3: Justify decisions made as an official and how positioning supported the accurate and appropriate application of rules and regulations

Unit 18- Practical skills in sport and physical activities.

Task 1.

To compliment the practical work you will be completing in lesson time as part of your work for this unit you are to produce a table of information identifying the different skills required for a team sport and then a table of information for an individual sport of your choice.

Your two tables of information can have the following headings for each column:

‘Skill’

‘Description of skill’

‘Technical points to executing the skill’

The last two headings are where the main information will be written.

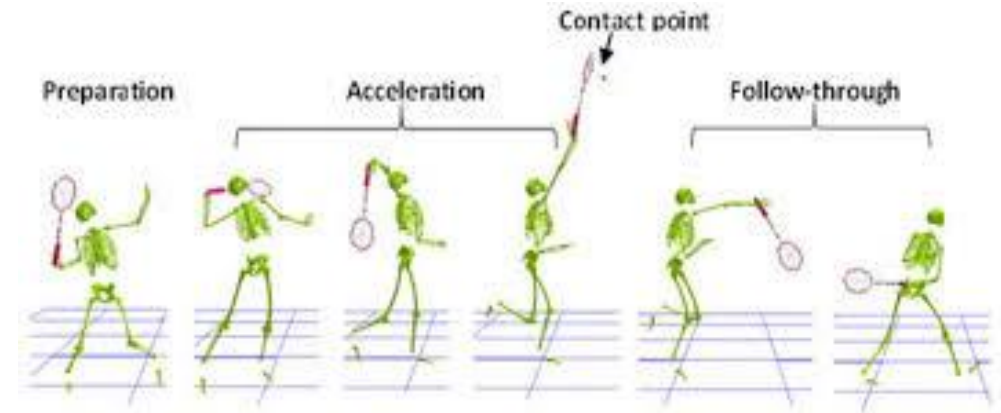
I would advise that you choose a team sport and an individual sport that are both your strongest when performing.

When in my lessons in school you will be executing the skills in practical lessons and I will be filming the skills so you can add freeze frames of the video clips to your tables of information in 3 phases of images:

- 1- preparation phase when performing the skill
- 2- execution phase when performing the skill
- 3- follow through phase when performing the skill

For example, if you used an individual sport like badminton when performing the smash you would be filmed demonstrating the skill showing the 3 phases above when performing the skill. (Don't worry you will be taught the skills first.)

Also if you use football as a team sport then when performing one of the skills such as a side footed pass you would use the 3 phases above to execute this skill.



Unit 18- Practical skills in sport and physical activities.

Task 2.

For both your individual sport of choice and your team sport of choice you are to produce an information leaflet for each sport including the following information:

(Each sport must be completed separately)

- The rules and regulations for each sport.
- The scoring system for each sport.
- The court/pitch size and dimensions including a layout.
- The tactics/strategies used in each sport. (Think formations/styles of play)

(You can use the blank page attached plus create extra pages also)

[https://resources.finalsite.net/images/v1532877954/gordonschoolorg/kb9ga4eafx6vfwtxaoz/Essential Soccer Skills32491.pdf](https://resources.finalsite.net/images/v1532877954/gordonschoolorg/kb9ga4eafx6vfwtxaoz/Essential_Soccer_Skills32491.pdf)

<https://www.badmintonbc.com/page/2888/The-Laws-of-Badminton>

Unit 18- Practical skills in sport and physical activities.

Task 2.

Unit 18- Practical skills in sport and physical activities.

Task 3.

You are to choose one of the sports whether it be the team or the individual sport and you are to create an information card on the roles and responsibilities of an official or officials in your chosen sport.

For example in football there is a referee, assistant referee, 4th official and the VAR officials to create information on.

https://resources.finalsite.net/images/v1532877954/gordonschoolorg/kb9ga4eafx6vfwtxaoz/Essential_Soccer_Skills32491.pdf

<https://www.badmintonengland.co.uk/play/give-your-sport-a-helping-hand/officiating-in-badminton/>

Unit 18- Practical skills in sport and physical activities.

Task 3.