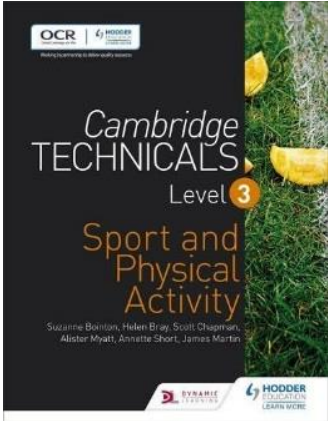




6th Form Transition Pack

QUALIFICATION	Extended Certificate in Sport and Physical Activity
Teacher Name(s)	Mrs S Morrin, Mrs J Bate, Mr. P Mulgrew
Contact email(s)	smorrin@notredame.liverpool.sch.uk
Exam board and link	OCR ocr.org.uk
Specification details	601/7094/3 Extended Certificate
Recommended online learning	<p>https://ocr.org.uk/qualifications/cambridge-technical/sport-and-physical-activity</p> <p>https://psychology.iresearchnet.com/social-psychology/group/group-cohesion</p> <p>https://www.leadershipandsport.com/leadership-styles-in-sports-coaching/</p>
Textbooks that are used	 <p>by Suzanne Bointon published by Hodder Press</p>



Level 3 Sport and Physical Activity

Congratulations on choosing Level 3 Cambridge Technicals in Sport and Physical Activity! This pack will inform you about the course and give you some activities to have a go at which will help you with your exams and coursework. To start with, here is an overview of the course:

<https://www.youtube.com/watch?v=GZqDr-wStkl>

Please complete the activities in this booklet in readiness to begin your studies when we are told Sixth Form may reopen. This will show us your commitment and may be used alongside your GCSE grades and behaviour log as entry criteria – Sixth Form study is hard work and there are no short cuts. Commitment to your studies is essential.

Good Luck and Stay Safe!





Why choose this course?

Level 3 Cambridge Technical Certificate in Sport is suitable for pupils who enjoy physical activity and who are thinking about pursuing a course in the sports industry. This qualification is equivalent to one A Level and leads on to a variety of sports and leisure courses at university.

Overview of the course:

This is a two-year course and requires you to complete five units of study. There are 3 mandatory units of study which will be completed in the first year:

- Unit 1: Body systems and the effect of physical activity
- Unit 2: Sport coaching and activity leadership
- Unit 3: Organisations involved in UK sport

These units will give learners an understanding of sport in the wider contexts of coaching and leadership, anatomy and physiology, the body's short- and long-term responses to physical activity and the framework of sport in the UK and the organisations involved. Learners will also develop transferable skills such as planning, communication, adaptability and leadership. Units 1 and 3 are examined and Unit 2 is a coursework unit.

In year 13 you will study two units:

- Unit 7: Improving fitness for sport and physical activity
- Unit 18: Practical skills in sport and physical activities

More information on these specifications can be found on the following website:

<https://ocr.org.uk/.../cambridge-technical/sport-and-physical-activity>

The following tasks and worksheets will give you a head start to your studies when you return to school. If you can, complete them on Word but hand written notes are also acceptable.

These worksheets are examples of the work that you will be doing in the following units:

- Unit 1: Body systems and the effect of physical activity
- Unit 2: Sport coaching and activity leadership
- Unit 3: Organisations involved in UK sport



Unit 1-Functions of the Skeleton

1 Describe any five functions of the skeleton.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

2 Explain how your answer in (a) can be beneficial in a sporting activity.

3 Explain how your answer in (b) can be beneficial in a sporting activity.

4 Explain how your answer in (c) can be beneficial in a sporting activity.

5 Explain how your answer in (d) can be beneficial in a sporting activity.

6 Explain how your answer in (e) can be beneficial in a sporting activity.



Topic 1 Applied Anatomy and Physiology

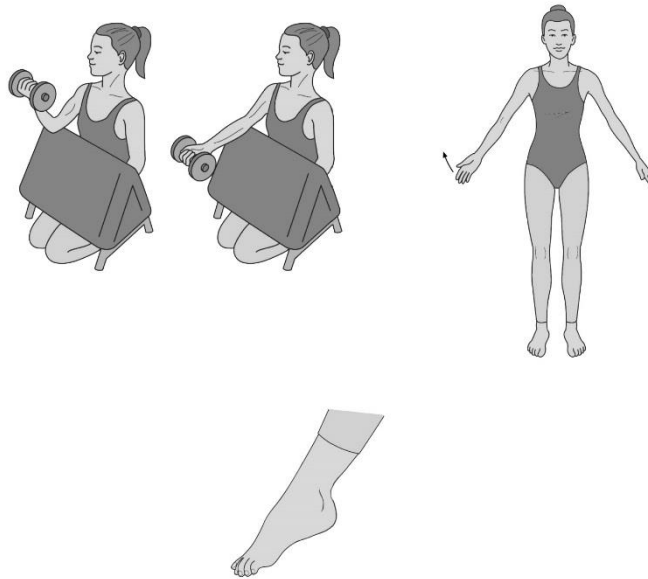
Worksheet 1.1.4/1.1.5B Classification and movement of joints

Name _____

7 Next to each of these pictures write:

- (f) the classification of joint
- (g) the movement being shown
- (h) the place on the body where the joint is located.

For example: hinge joint showing extension of the leg at the knee.



8 In pairs, one person stands to demonstrate a movement, the other has to guess the movement and the type of joint being used. Repeat, but this time swap roles so that the demonstrator becomes the guesser.

Apply It!

Describe the classification of joints and movements required to perform a tennis serve.

Think about the:

- 1 ankles
- 2 knees
- 3 shoulder
- 4 elbow.

Challenge

Think of a different physical activity that uses each type of movement and each classification of joint. Describe the skills and techniques involved in each sporting example.



Joints and Movement

Type of movement	Definition	Joints that provide	Type of joint	Sporting example
Flexion	Bending movement that decreases the angle at a joint	Shoulder Hip Elbow knee	Condyloid Ball and Socket Hinge Hinge	Doing a Bicep curl when weight lifting
Extension				
Adduction				
Abduction				
Rotation				
Circumduction				



Dorsi-flexion				
Plantar-flexion				



EXTENSION WORK

Certain classifications (types) of bone help to make the sportsperson achieve certain actions.

For each classification of bone give a specific sporting action from each of your 4 sports.

	Sport 1:	Sport 2:	Sport 3:	Sport 4:
Long				
Short				
Flat				
Irregular				



Unit 2- Sports Coaching and Activity Leadership

The Roles and Responsibilities of Sports Coaches and Activity Leaders

Sports leaders such as coaches, teachers, outdoor education instructors and fitness instructors have many different roles and responsibilities. Here are some examples. Choose five roles and four responsibilities and write a paragraph on the importance of each.

Roles

Motivator

Planner

Instructor

Mentor

Facilitator

Demonstrator

Adviser

Supporter

Responsibilities

Being professional at all times

Legal responsibilities eg. health and safety, duty of care

Coaching responsibilities

Promoting health and well being

Establishing ground rules

Now choose one leader in sport who you think is an example of a good leader. Justify your selection. Include a photograph if you can.



How the Roles and responsibilities involved in delivering sport are different

In this task we are looking at three specific sports leaders and comparing them. A sports coach is someone who focus on performance and works with a range of athletes, sometimes in small groups and sometimes on a 1 to 1. A PE teacher is responsible for teaching large classes and is concerned with the health and well-being of pupils. A sports leader leads different sports activities. They are usually concerned with 'Sport for All'.

Do some research of the roles of each of the leaders and complete a table like the one below:

PE Teacher	Sports Coach	Sports leader
Teaches large groups of pupils- up to 30.	May coach small groups and works with individual athletes.	Coaches variety of groups of different ages.

Don't worry if you can't fill in all the boxes. Just have a go and we will discuss this in class.



Principles of Leadership and Group Dynamics

For this piece of work it will be useful if you understand some key terms about leadership and group dynamics. Describe the following:

A democratic leader

An autocratic leader

A laissez-faire leader

The four stages of group development

- Forming
- Storming
- Norming
- Performing

Steiner's model of group effectiveness

Group cohesion

Group stability

What are the main characteristics of a good leader? Include the following:

Communication skills

Forming relationships

Knowledge of the activity

Organisational skills

Empathy



Plan a lesson for up to eight pupils

As part of your course, you have to plan and deliver six lessons to a group of up to 8 pupils. I would like you to have a go at planning one lesson in a sport of your choice- something that you enjoy and know a little bit about. I have included an example of a lesson plan that you can use to help you. On the left hand side are the activities you will be doing:

Warm up- Pulse raiser and stretches

Main activity- A drill or a couple of drills

Concluding activity- Some sort of game or performance

Cool down- Low intensity activity and stretches

Plenary- Having a discussion about the session eg. what pupils have learnt.

On the right hand side, are the coaching points. This is information you would tell pupils such as *how* to do the drill. You can also include points that need to be included in the session eg- remember to praise pupils if they can perform the skill well.

Have a go and we can review your lesson plan when we return to school. If you would like to email any of your work to me for unit 2- feel free!

smorrin@notredame.liverpool.sch.uk



Coaching Session Plan Example

Date:	Time:	No of pupils: 8
Activity: Volleyball		
Resources required: volleyballs, badminton court		
Activity: Introduction to the volley		Coaching Points:
<p>1. Warm up: Jogging round the volleyball court. When the whistle blows, pupils get into the 'ready position' for the volley.</p> <p>Mobilisation and stretching</p>		<p>Ready position is: Knees bent Elbows bent Arms reaching up Hands make a triangle above the head</p> <p>Stretch the hamstrings, quads, gastrocnemius, biceps, triceps and deltoids. Warm up the fingers. Call out the names of the muscles and ask pupils to remember them for next week. Hold each stretch for 6 seconds.</p>
<p>2. Main Activity: Introduce the teaching points of the volley and demonstrate the whole skill.</p> <p>Whole – part whole practice Drill in pairs- attempt the volley as a whole skill. Attempt the hand movement only- volley the ball to yourself very gently. Catching drill Volley and catchy Volley with a partner. How many can you do in a row?</p>		<p>Get into the ready position. Knees bent and arms up. Move body so the ball about to drop on the forehead. Fingers spring back and push forwards. Hands and arms follow through Point in the direction of where you want the ball to go.</p> <p><i>Allow pupils to have a go and make mistakes. Look out for pupils who are talented and able to perform the skill straight away.</i></p> <p>Fingers are in and wrists are out. Fast slicking movements. Make sure you catch the ball on top of your head. If you were to move your hands away, the ball will drop onto your forehead. Make sure the feed is high to allow the person to get underneath the volley <i>Praise pupils as they do this. Shout out the</i></p>



	<i>highest rally to see if pupils can beat the score.</i>
3. Concluding Activity: 1 v 1 game over the net.	Rules: You can volley the ball to yourself as many times as possible. Wait until you feel that the ball will travel over the net. Play a game to 11 points and change sides.
4. Cool down: Walk around the volleyball court twice, volleying the ball to yourself. Stretches	<i>Make sure heart rates are being lowered gradually.</i> <i>Repeat the warm up stretches. How many muscles can pupils remember?</i>
5. Plenary: Can you remember the teaching points of the volley? When should the volley be played in a game situation? Tell me what went well for you today? What could you improve for next week.	<i>Help pupils with their answers if they can't answer the question. For example:- Do you think you play the volley when the ball is high or low?</i>



Prepare a safe sports/ activity environment appropriate to the participants involved.

Once you have planned your lesson, you need to think about how you can make your coaching activity safe. To do this, you need to produce a risk assessment. This is a document which identifies potential hazards which could cause an accident and helps you to put measures in place to stop these accidents from happening. When you do a risk assessment, you need to consider the venue, the participants, the equipment and the sport itself.

Here is an example of a risk assessment from the text book we are using.

<i>Hazard</i>	<i>Risk/ Those at risk</i>	<i>Control Measures</i>	<i>Likelihood</i>	<i>Severity</i>	<i>Risk rating</i>
<i>Water spillage on a court</i>	<i>Players may slip causing a injury</i>	<i>Mop up water. Identify leak. Put a sign up to stop people entering the court/</i>	<i>4</i>	<i>3</i>	<i>12 (Multiplied)</i>
<i>Faulty lighting about to fall down on a court</i>	<i>Lighting fall on heads of players or staff</i>	<i>Unable to use the court under the light Get light fixed</i>	<i>4</i>	<i>4</i>	<i>16</i>
<i>Bench 5m behind the end of a badminton court</i>	<i>Tripping up players</i>	<i>Move bench</i>	<i>1</i>	<i>3</i>	<i>3</i>

Likelihood- How likely is this to happen on a scale of 1-5?

Severity- 1. Injury unlikely

2. Minor injury

3. Injuring requiring hospital treatment

4. Major injury

5. Possible death and permanent disability

You literally have to think of anything that can go wrong and put in a measure to control it. Think about:

Venue- Outside- litter, glass, dog dirt, Inside- slippery surfaces, curtains, benches, equipment lying around, poor lighting, curtains, emergency exits blocked.

Equipment- faulty equipment- posts, balls, racquets etc.

Participants- jewellery, footwear, hair, protective equipment.



Activity- tackling, falling off trampoline, somersaults, drowning, warm up and cool downs.

You can google some examples of risk assessment to help you.

Devise a risk assessment for your activity in the venue where it is going to be held- sports hall, astros, netball court etc.



Activity 1

Find out the name of the National Governing Bodies (NGBs) for these sports in the UK: (If there are more than one for a sport write them down) I have left a few blank spaces can you research more sports than what is on the list.

Sport	National Governing Body
Football	
Cricket	
Rounders	
Athletics	
Tennis	
Table tennis	
Rugby	
Swimming	
Volleyball	
Karate	
Boxing	
Gymnastics	
Handball	
Basketball	
Netball	
Cycling	
Rowing	
Lacrosse	



Now do the same for the International Federations for sports organisations.

Sport	International Governing Body
Football	
Cricket	
Rounders	
Athletics	
Tennis	
Table tennis	
Rugby	
Olympics	
Swimming	
Formula 1	
Gymnastics	
Cycling	
Boxing	



Activity 2

Read the article below and then explain what the roles and responsibilities are for each of these sporting organisations are:

Sports organisation	Roles and responsibilities
UK Sport	
Sport England	
DCM and DfE	
National Governing Bodies (NGBs) of Sport	
National Lottery	



British sport - structurally unsound?

By James Standley

A radical report published on Thursday, billed as "the most significant review of sport undertaken for more than 40 years", could change the shape of sport in the UK.

But what's the problem with the way sport is run now and what needs changing?



The government is estimated to spend £2.2bn a year on sport and physical activity in England alone.

But when David Moffett resigned as chief executive of Sport England in 2002 he was hugely critical of the manner in which sport in this country is organised.

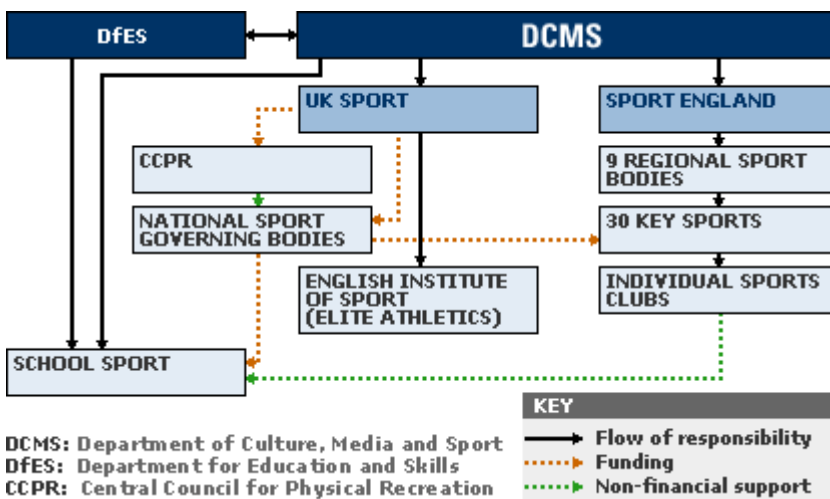
"Many sports are still run in an amateurish way and there is a huge need for modernisation," he said.

"Unless this happens, this country will never have any meaningful success."

There are currently over 500 different organisations involved in running sport in this country - with 13 in golf alone.

Recent reorganisations have streamlined the unwieldy structure of sport in the United Kingdom, but doubts remain over its effectiveness and efficiency.

The government has a three-pronged approach to sport, which is overseen by the Department of Culture, Media and Sport (DCMS).



ELITE SPORT - UK SPORT

UK Sport's primary role is the development of Britain's elite athletes, with drug testing and running major sporting events among its other responsibilities.



It was founded in 1997 and is funded by a mixture of government and lottery cash worth £30m-a-year.

The government funding helps run sport governing bodies by helping with the organisations' staff costs and paying for coaches.

UK Sport's other funding comes from a 9.2% share of the Lottery Sports Fund, which has been worth about £25m per annum for the past four years.

It is used to either support elite athletes directly or fund the back-up services they require, such as top-level medical care in case of injury.

OTHER SPORT - SPORT ENGLAND/SCOTLAND/WALES/NIRELAND

Since 1994 Sport England (which has equivalents in Scotland, Wales and Northern Ireland) has invested about £2bn into sport below the elite level, often referred to as "grass roots".

It aims to get people to start playing sport, to stay playing sport and to succeed in sport - ie give them the opportunity to move up to the elite level, if they have the ability.

The organisation operates through nine regional bodies and works in conjunction with the national governing bodies for different sports.

Sport England filters money down through the system so it ends up in the hands of local sports clubs who can put it to use to improve local facilities and access to sport.

But the division of responsibility with UK Sport has always been blurred, and earlier this month, its powers and staff were cut.

[Have Your Say on Five Live](#)
Do things need changing?

The body is now solely responsible for the development of the grassroots and health-related programmes, and 41 jobs were axed at its headquarters. Over the last two years it has shed 250 staff.

It is not clear whether similar streamlining would be applied to Sport Scotland, Northern Ireland and Wales.

SCHOOL SPORT - DCMS AND DfES

School sport is jointly overseen by the two government departments, the DCMS and the Department for Education and Skills (DfES), who between them have invested £459m over three years in physical education, school sport and links with clubs.

The money is used for:

- Coaching
- Sports clubs
- Volunteering
- Making schools hubs of sporting activity

But despite all that, the amount of sport in British schools remains pitifully low, at least in the state sector, which saw participation levels fall away dramatically in the 1980s.



The government is aiming to get 75% of pupils doing two hours sport a week, either in or outside of the curriculum, by 2006.

But figures from the Qualifications and Curriculum Authority reveal only about one-third of schools are currently meeting that 75% target. [Feature: Is school sport failing our children?](#)

And a sign of how skewed British sport is at school level is the fact that 60% of Olympic medals at the Sydney Olympics were won by athletes who were educated at private schools, despite only 7% of the population being educated privately.

INDIVIDUAL SPORTS

Sport in the UK is by no means only organised by the government.

National governing bodies, such as the Football Association, England and Wales Cricket Board and Rugby Football Union, are independent of the government and play a major role.

They are represented by the Central Council for Physical Recreation (CCPR), which is an umbrella organisation for the national governing and representative bodies of sport and recreation in the UK.

Although receiving government funding, it is independent and is not controlled by the government.

There are also a number of other funding options, including the Big Lottery Fund and Awards for All, which both use lottery cash.

Further possibilities include the Football Foundation, Inclusive Fitness Initiative and Sports match.

All in all it is a tangled web which has failed to provide a streamlined system which enables sport to thrive at either the grass roots or elite level in the UK.

Major government figures are believed to agree things could be improved - though it remains to be seen whether Thursday's recommendations are considered too radical.



Activity 3

Research an organisation involved in sport in the UK.

Research one of the sports organisations with the aim of producing a one-page essential guide about this organisation.

The essential guide should include the following information:

- ▶ What the organisation is
- ▶ An overview of what it does
- ▶ Examples (at least three) of its roles and responsibilities (e.g. training of coaches, providing funding, setting of rules and regulations)
- ▶ An example of a current sports development initiative delivered by this organisation.

Here are a few examples you could look at:

- ▶ Department for Culture, Media & Sport (DCMS): <https://www.gov.uk/government/organisations/department-for-culture-media-sport>
- ▶ UK Sport: <http://www.uk sport.gov.uk/>
- ▶ Sport England: <https://www.sportengland.org/>
- ▶ National governing bodies of sport (e.g. FA, British Athletics, RFU): <http://www.thefa.com/>



Activity 4

The interactions between the different organisations involved in sport in the UK can best be understood by analysing the support an elite athlete receives in preparation for the Olympic Games.

- Produce a process/flow diagram outlining the roles of each of the organisations involved in supporting an athlete in their pursuit of Olympic glory. In this task it is very important that you identify how each of the organisations interacts to support the athlete.
- For example, in supporting Jessica Ennis-Hill the following organisations are involved:
- Department for Culture Media & Sport: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/450712/1619-F_Sports_Strategy_ACCESSIBLE.pdf (pages 33–36)
- National Lottery funding: <http://www.lotterygoodcauses.org.uk/campaign/athlete-funding>
- UK Sport and the English Institute of Sport: <http://www.uksport.gov.uk/our-work/world-class-programme>
- British Athletics: <http://www.britishathletics.org.uk/world-class/>
- Jessica Ennis-Hill and Toni Minichiello (coach).

Now choose an athlete of your choice and research how they receive their funding and support to make it to the Olympics.



Activity 5

The interactions between the different organisations involved in sport in the UK can best be understood by analysing the support an elite athlete receives in preparation for a major competition such as the World Championships or the Olympic Games. Your task is to produce a process/flow diagram outlining how a range of organisations interact to support an elite athlete.

Your task is to produce a process/flow diagram outlining the roles of each of the organisations involved in supporting and preparing an athlete for a major competition. To complete this task you are going to work in a pair/small group.

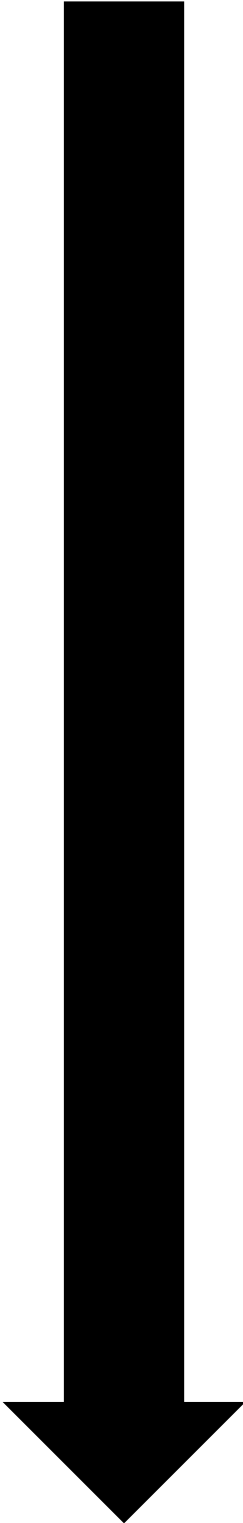
The following is an example of how a range of organisations interact to support Jessica Ennis-Hill **(this can be changed to an athlete of your choice)**:

1. Department of Culture, Media & Sport (DCMS):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/450712/1619-F_Sports_Strategy_ACCESSIBLE.pdf (page 33–36)
2. National Lottery funding: UK Sport and the English Institute of Sport (EIS):
<http://www.uk sport.gov.uk/our-work/world-class-programme>
3. British Athletics: <http://www.britishathletics.org.uk/world-class>
4. Jessica Ennis-Hill and Toni Minichiello (coach).

Using the above resources, complete the following diagram by clearly identifying the role of the organisations and how each of them interacts to support the athlete:

Examples of athletes you could use, but you can chose your own.

1. Nicola Adams
2. Steven Redgrave or Matthew Pincent
3. Sir Chris Hoy/ Bradley Wiggins / Victoria Pemberton
4. Katarina Johnson-Thompson
5. Louis Smith/ Max Whitlock
6. Jade Jones
7. Christina Ohuruogu
8. Mo Farah
9. Andy Murray
10. Tom Daley



DCMS:

National Lottery funding:

UK Sport and the EIS:

National governing body for the sport:

Athlete training for the Olympics: