



St Benedict's  
Sixth Form

# CTEC Level 3 Sport and Physical Activity Transition Pack

**PRactical** **TECHNIQUE** **GOALS** **ACTIVITY** **COMPETITION**  
**FITNESS** **HEALTHY** **LIFESTYLE** **LEADERSHIP** **COACHING** **COLLABORATION** **MOTIVATION**

“Learning, in my opinion, is a great treasury”

Saint Teresa of Avila, 1567



This booklet contains a variety of tasks which will give you a flavour of the work you will do over the next year. Each of you will complete all 5 units below, in order for you to achieve a Sports Studies qualification. If you have selected the double award you will complete more units than the ones listed below.



**The 5 units for the single course are:**

- **Unit 1** - Body systems and the effects of physical activity
- **Unit 2** – Sports Coaching and activity leadership
- **Unit 3** – Sports organisation and development
- **Unit 8** – Organisation of a sports event
- **Unit 18** – Practical skills in Sports and Physical Activity

**The extra 6 units for the double course are:**

- **Unit 4**- Working safely in sport, exercise, health and leisure
- **Unit 5**- Performance analysis in sport and exercise
- **Unit 11**- Physical activity for specific groups
- **Unit 13**- Health and fitness testing for sport and exercise
- **Unit 17**- Sports injuries and rehabilitation
- **Unit 19**- Sport and exercise psychology

Look through the booklet and familiarise yourself with all the units. Identify which tasks you would like to complete first.

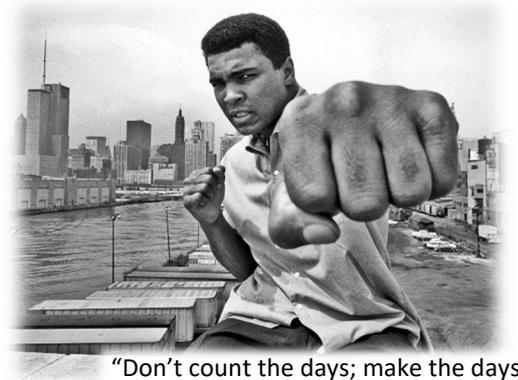
If you would like any further information regarding this course, please email [hbroadley@sbsj.co.uk](mailto:hbroadley@sbsj.co.uk)

There will be some form of assessment in September based upon the tasks within this booklet. Therefore, make sure you have completed each one.



# Unit 1 - Body systems and the effects of physical activity

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.



“Don’t count the days; make the days count” - Muhammad Ali

## Key Terms

| Explanations of the key terms used within this unit, in the context of this unit |   |
|--|---|
| Key term   | Explanation   |
| <b>Appendicular skeleton</b>   | The appendicular skeleton is formed by the pectoral girdles, the upper limbs, the pelvic girdle, and the lower limbs.   |
| <b>Axial skeleton</b>  | The axial skeleton is the part of the skeleton that consists of the bones of the head and trunk. It consists of 80 bones and is composed of six parts; the skull bones, the ossicles of the middle ear, the hyoid bone, the rib cage, sternum and the vertebral column. |
| <b>Cardiovascular system</b>   | The cardiovascular system is an organ system that encompasses the heart and blood vessels of the body. It carries blood, oxygen, and nutrients to organs and tissues of the body, and carries waste and carbon dioxide from these tissues for removal from the body.    |
| <b>Energy systems</b>  | Three different systems by which your body creates and delivers energy to the working muscles.  |
| <b>Muscular system</b>   | The muscular system is an organ system consisting of skeletal, smooth and cardiac muscles. It permits movement of the body, maintains posture, and circulates blood throughout the body.  |
| <b>Respiratory system</b>  | The respiratory system is the set of organs that allows a person to breathe and exchange oxygen and carbon dioxide throughout the body.   |
| <b>Skeletal system</b>   | The framework of the body, consisting of bones and other connective tissues, which protects and supports the body tissues and internal organs. The human skeleton contains 206 bones.   |

## Task 1

Watch the video clip below on the axial and appendicular skeleton

<https://www.youtube.com/watch?v=5n-sNpwb3Jk>



## Task 2

What is the difference between the axial and appendicular skeleton?



## Unit 2 – Sports Coaching and activity leadership

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 behind 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.

### What you will learn

| Unit 2 Sports coaching and activity leadership |  |
|--|--|
| <b>LO1</b>                                     | Know the roles and responsibilities of sports coaches and activity leaders |
| <b>LO2</b>                                     | Understand principles which underpin coaching and leading                  |
| <b>LO3</b>                                     | Be able to use methods to improve skills, techniques and tactics in sport  |
| <b>LO4</b>                                     | Be able to plan sports and activity sessions                               |
| <b>LO5</b>                                     | Be able to prepare sports and activity environments                        |
| <b>LO6</b>                                     | Be able to deliver sports and activity sessions                            |
| <b>LO7</b>                                     | Be able to review sports and activity sessions                             |

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-sport-and-physical-activity-level-3-certificate-extended-certificate-foundation-diploma-diploma-05826-05829-2016-suite/>



## Key terms

| Explanations of the key terms used within this unit, in the context of this unit |  |
|--|--|
| Key term   | Explanation  |
| Group dynamics   | The ways in which groups come together, work together and how the coach/leader can ensure they are effective when combined as a team. In this unit the coach/leader should be aware of how groups work even if they coach/lead an individual sport as there is more than one individual. |
| Types of practice  | The ways in which participants are taught a new technique or tactic. Coaches and leaders should consider fitness, experience and time available when choosing the type of practice.  |
| Dynamic movements  | A type of flexibility exercise where the range of movement is extended whilst the muscle is still moving but under control. Dynamic movements can be incorporated into a warm-up.  |

### LO1

Write down as many roles of a sports coach as you can.



Write down as many responsibilities of a sports coach as you can.



## Task 1

Describe the roles below.

|                   |  |
|-------------------|--|
| Role Model        |  |
| Motivator         |  |
| Instructor        |  |
| Counsellor        |  |
| Organiser/Planner |  |
| Teacher           |  |
| Facilitator       |  |
| Advisor           |  |
| Mentor            |  |
| Fact Finder       |  |
| Supporter         |  |



## Unit 13 Health and Fitness Testing



In this unit you will learn the importance of fitness testing and how to complete it alongside a fitness programme. You will be working as if you are a personal trainer with a client and working with an individual to improve their fitness goals. You will be assessed through a mixture of practical and coursework for this unit.

### What you will learn

| Unit 13 Health and fitness testing for sport and exercise |  |
|---|--|
| <b>L01</b>  | Be able to use a range of fitness tests                                |
| <b>L02</b>  | Be able to complete a client health and fitness consultation           |
| <b>L03</b>  | Be able to plan a fitness testing session                              |
| <b>L04</b>  | Be able to deliver a fitness testing session                           |
| <b>L05</b>  | Be able to interpret the results of fitness tests and provide feedback |

### Task 1

Using your knowledge of fitness testing from GCSE PE and the components of fitness design a testing session based on the scenario below:

Sam is a 25 year old male who plays rugby once a week for a local club, he trains with his team mates once a week and goes to the gym twice a week. He has noticed recently that he is struggling to gain an advantage whilst tackling and seems to have lost some strength. He also doesn't feel match fit currently as he is coming to the end of the off season and needs to prepare for the start of the new season. Write down the different tests that you would ask Sam to do and justify why you have chosen to do those tests with him.



## Unit 4 Working safely in sport, exercise, health and leisure

In this unit you will be assessed on your knowledge of how to work safely in sporting situations. You will be taught on how to respond to different situations based on the legislations and guidelines set out by the government and different organisations. This unit is externally assessed by an exam.

### What you will learn

| Unit 4 Working safely in sport, exercise, health and leisure |   |
|--|---|
| LO1  | Understand emergency procedures in sport, exercise, health and leisure                      |
| LO2  | Understand health and safety requirements in sport, exercise, health and leisure            |
| LO3  | Understand how to minimise risk in sport, exercise, health and leisure                      |
| LO4  | Know first aid requirements for sport, exercise, health and leisure                         |
| LO5  | Know how to safeguard children and vulnerable adults in sport, exercise, health and leisure |

### Task 1

Its your first day working as a PE assistant as part of your role you have to set up and tidy up from PE sessions. Your first lesson of the day is to set up a football session for a class of 30 students on the field. During the session the teacher asks for your help as a student has injured their ankle.

Identify a list of things that you would need to do to make the session was set up and safe for everyone involved. Discuss how you would help the teacher and the injured student, within the guidelines of a school setting.



## Unit 18 - Practical skills in sports and physical activity

This unit gives you the opportunity to participate in a number of different sports and outdoor and adventurous activities which allows you to experience first-hand situations that participants you may later be coaching or leading will come across. In this unit you will learn how to apply skills, tactics, techniques and knowledge in individual sports, team sports and outdoor and adventurous activities which will allow you to participate effectively, safely and enjoyably.

### Key terms

Below are a list of key terms for the whole unit, some of these you should have come across in your studies at GCSE and should be aware of with a keen interest in sport. Others you may have heard of but are unaware of what they do. Please try to have an understanding of what these are as there will be a quiz for you based around these in your first lesson in September.

| <b>Key term</b>        | <b>Description</b>   |
|------------------------|--|
| <b>Creativity</b>      | Creativity in the context of sport and adventurous activity is the ability to formulate and introduce new ideas and ways of performing or playing  |
| <b>Decision-making</b> | Decision-making in a sporting or adventurous activity context is the selection of a course of action amongst a range of alternative possibilities, resulting in a final choice, such as the decision to play a particular shot in tennis or make a particular pass in football |
| <b>Flair</b>           | Flair in sport or adventurous activities is the natural ability to perform a skill or activity to a high standard  |
| <b>Official</b>        | Someone who has the authority to impose rules and regulations upon the participants of a particular sporting game or activity  |
| <b>Skill</b>           | The ability of a player or participant to perform a sport or activity well; this is usually developed as a result of talent, training and practice.  |
| <b>Strategies</b>      | A strategy in a sport or adventurous activity is a plan which utilises capabilities to gain a competitive advantage over other participants and teams.   |
| <b>Tactic</b>          | A way in which a strategy or strategic plan can be practically implemented and carried out.  |
| <b>Technique</b>       | A particular way of performing a certain skill in a sporting or adventurous activity.  |
| <b>Umpire</b>          | A person who observes a sporting activity and ensures that the rules and regulations of the sport are adhered to during the game. Tennis and cricket are examples of sports which use an umpire  |
| <b>Referee</b>         | An official who ensures that the rules and regulations are applied in a sporting game or activity and that the players/participants abide by these rules and regulations.  |



## **Task 1**

For unit 18 assignment 4, you will officiate your peers in a game of table tennis. In order to gain a distinction in this task, you will be required to apply the official table tennis rules consistently, confidently and clearly. To prepare you for this task you need to:

### **Create a table tennis rule book.**

Ensure the rule book contains the up to date rules for singles table tennis. Complete this rule book on a Word document. Make it as creative as possible. You will then learn this rule book in preparation for officiating. You will be quizzed on the rules in September.



Use the following websites to help you:

<https://tabletennisengland.co.uk/compete/rules-regs/laws/>

<https://www.experttabletennis.com/table-tennis-rules-and-regulations/>

<https://www.allabouttabletennis.com/rules-of-table-tennis.html>

<https://www.killerspin.com/blogs/tips/table-tennis-rules-explained-11-frequently-asked-questions>

