

Cambridge TECHNICALS LEVEL 2

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SPORT AND PHYSICAL ACTIVITY

Unit 6

Components and principles of
fitness training for sport and
physical activity

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how an assistant sports coach or assistant fitness instructor would educate their client/customer/athletes in order to help them improve their training and performance in sport or physical activity, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are no specific resources that you need to make available to learners when they are taking this assignment. You'll need to give them a copy of the scenario and the tasks.

Time

You should plan for learners to have 8-14 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Extended Certificate or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q ***What do I need to do to pass this assignment?***

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q ***What do I need to do if I want to get a merit or distinction for this assignment?***

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q ***What help will I get?***

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q ***What if I don't understand something?***

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q ***I've been told I must not plagiarise. What does this mean?***

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q ***What is referencing and where can I find out more information about it?***

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 6: Components and principles of fitness training for sport and physical activity

Scenario

Fitness workshops

As part of the 'healthy school's' initiative your college have asked you, as a sports student, to provide some workshops at lunchtime for your fellow students. They are hoping to raise awareness of what it actually means to be fit and have asked you to plan and deliver these workshops for other students in a bid to help improve both health and fitness, and in turn, performance in sport and physical activity.

Task 1: 'What is fitness?'

(This task should take between 2 and 3 hours.)

Learning Outcome 1: Know the components of fitness, is assessed in this task.

A lot of your fellow students seem to think that fitness is just being able to run fast or being strong and they are unaware of the different aspects of fitness involved in different sports and physical activities. In order to help them to improve their fitness, they first need to know what the components of fitness are.

Your task is to produce information for students which describes the components of fitness.

Pass	Merit	Distinction
P1: Describe the components of fitness.		
Evidence		
Evidence for this task could be generated through the production of a leaflet or poster.		

Task 2: Fitness in sport

(This task should take between 3 and 5 hours.)

Learning Outcome 2: Be able to analyse the use of different components of fitness in a range of sport and physical activities, is assessed in this task.

You have now provided information about what fitness is but you need to make it 'real' to your fellow students in terms of applying this information to sports and physical activities.

Your task is to show how the fitness components apply to a range of different sports and physical activities so that the other students see how they are relevant to them. This must include:

- an example of how each of the components of fitness are used in a sport/physical activity, with at least three different sports/physical activities covered in total;
- an analysis of how different components of fitness are used within one sport/physical activity.

If you can you should also describe how each component of fitness may be used differently for two different sports/physical activities.

Pass	Merit	Distinction
P2: Identify the components of fitness used in a range of sports/physical activities.	M1: Describe how components of fitness are used differently for different sports/physical activities.	
P3: Analyse how the components of fitness are used for a selected sport/physical activity.		
Evidence		
<p>Evidence for this task could be generated through a PowerPoint or poster presentation.</p> <p>Supporting evidence could also be generated through:</p> <ul style="list-style-type: none"> • Notes used to prepare for the presentation • A video recording of the presentation <p>For P2 learners must identify how each component of fitness is used in a sport/physical activity, and look at a minimum of 3 sports or physical activities in total, e.g. 11 components in total, so 3 examples from football, 4 from swimming and 4 from dance.</p> <p>For P3 learners should refer to the teaching content in 2.1, 2.2 and 2.3 and use this to analyse how all the components of fitness are used in one sport/physical activity.</p> <p>For M1 must describe how each of the fitness components can be used differently in at least 2 sports or physical activities.</p>		

Task 3: Training methods for fitness

(This task should take between 2 and 4 hours.)

Learning Outcome 3: Be able to identify training methods for components of fitness, is assessed in this task.

Now that your fellow students understand what the different components of fitness are and how to apply them to different sports/physical activities, they need to know how to train to improve them.

Your task is to produce information that identifies three or more training methods for each component of fitness.

If possible it should also evaluate the use of these different training methods in order to help the students understand when to use them and select the best method for them.

Pass	Merit	Distinction
P4: Identify a range of training methods for each component of physical fitness.	M2: Evaluate the use of different training methods for a range of fitness components.	
Evidence		
Evidence for this task could be generated by producing a fact sheet.		
For P4 there must be at least 3 methods of training identified for each component of fitness.		
For M2 learners must evaluate different training methods for a minimum of three fitness components; for each component, at least two appropriate methods must be considered, comparing their suitability.		

Task 4: Training to improve performance

(This task should take between 1 and 2 hours.)

Learning Outcome 2: Be able to analyse the use of different components of fitness in a range of sports and physical activities; and

Learning Outcome 4: Be able to apply the principles of training when selecting training methods for participants in sport and physical activity, are assessed in this task.

A student has come to see you to ask for your help. They would like to know how to train to improve performance in their sport or physical activity and what their options are. You decide to focus on 3 or 4 components of fitness for them to work on.

Your task is to apply the principles of training to their selected sport/physical activity and assess how this student could train to improve performance in this sport/physical activity. This should involve at least two different training methods.

Pass	Merit	Distinction
P5: Apply principles of training to a selected sport/physical activity.		D1: Assess how a selected participant could train to improve performance in a specific sport/physical activity.
Evidence		
Evidence for P5 and D1 could be a training plan outline/diary or written report. This should include some explanations/justification to demonstrate the learners understanding of how at least two training methods could be used by the performer.		
Reference should be made to both the FITTA principle and SPORT principle.		

Evidence Checklist

OCR Level 2 Cambridge Technicals in Sport and Physical Activity

Unit 6: Components and principles of fitness training for sport and physical activity

LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Described the components of fitness?	
P2: Identified the components of fitness used in a range of sports/physical activities?	
P3: Analysed how the components of fitness are used for a selected sport/physical activity?	
P4: Identified a range of training methods for each component of physical fitness?	
P5: Applied the principles of training to a selected sport/physical activity?	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Described how components of fitness are used differently for different sports/physical activities?	
M2: Evaluated the use of different training methods for a range of fitness components?	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Assessed how a selected participant could train to improve performance in a specific sport/physical activity?	

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