

Please note:

This OCR Cambridge model assignment may be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to meet all the assessment criteria and provide sufficient opportunity for learners to demonstrate achievement across the full range of grades. The assessment criteria themselves must not be changed.

The entry codes for these qualifications are:

OCR Level 3 Cambridge Technical Certificate in Sport	5407
OCR Level 3 Cambridge Technical Introductory Diploma in Sport	5409
OCR Level 3 Cambridge Technical Subsidiary Diploma in Sport	5412
OCR Level 2 Cambridge Technical Diploma in Sport	5415
OCR Level 2 Cambridge Technical Extended Diploma in Sport	5418

The Ofqual Unit Number for this unit is:

Unit 2: Principles of Anatomy and Physiology for Sport	D/502/4888
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This OCR model assignment remains live for the life of these qualifications.

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Information for Learners

OCR Level 3 Cambridge Technicals in Sport

Unit 1: Principles of Anatomy and Physiology in Sport

General Information for Candidates

Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the full qualification.

Q *What help will I get?*

A Your tutor will help to make sure that you know what resources/facilities you need and are allowed to use.

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

A It is 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 *Can I copy other people's work?*

A No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, eg books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

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.

Q *How should I present my work?*

A You can present your work in a variety of ways, eg hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, eg presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

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

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment objectives and the grade descriptors in the qualification specification.

Scenario for this assignment

Scenario

You have started your training as an assistant in a sports rehabilitation clinic. As part of this role, you will be required to regularly apply knowledge of anatomy and physiology to a number of different sporting situations. You also need to demonstrate your understanding of the human body to clients and your colleagues through a variety of formats in different situations.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your tasks

Task 1: Skeletal system and Muscular system – structure and function

Assessment criteria P1, P2, P3, P4 and M1 are assessed in this task

You have been asked to prepare posters and/or leaflets to be put in the waiting area of the clinic. You need to demonstrate the structure and function of the skeletal and muscular systems, the different classifications of joints, the location of major muscles in the body and different muscle fibre types. They have also asked you to include examples of a range of sporting activities within your posters and/or leaflets showing the bones, joints, muscles and types of movement involved.

Your evidence for this task will be:

- posters and/or
- leaflets

Task 2: Structure and Function of the Cardiovascular and respiratory system

Assessment criteria P5, P6 & M2 are assessed in this task

You have been asked to put together a presentation for a “Student Conference” in Rehabilitation and Exercise explaining the function, the structure and the roles of the cardiovascular and respiratory system during exercise. You have been asked by the conference organisers to include a variety of different visual aids and practical examples if possible.

Your evidence for this task will be:

PowerPoint presentation
Speakers notes
Models
Annotated diagrams
Posters

Task 3: Energy Systems

Assessment criteria P7 & D1 are assessed in this task

Lots of clients in the clinic have expressed an interest in the different energy systems and their use in sport and exercise activities. The manager from the rehabilitation clinic has asked you to put an article in their next newsletter. They have asked you to cover the three different energy systems and outline the relationship between the cardiovascular, respiratory and energy systems before, during and after a sporting activity.

Your evidence for this task will be:

- a newsletter article

Model Assignment: Learner checklist

OCR Level 2 Cambridge Technicals Health and Social Care

Unit 3: Individual needs in health and social care

CANDIDATE NAME:

For task 1 (AC P1, P2, P3, P4 & M1) have you:	Date Completed	Ref/Page no(s)
<ul style="list-style-type: none"> produced posters and/or leaflets for display in the clinic's waiting room? 		

For task 2 (AC P5, P6 & M2) have you:	Date Completed	Ref/Page no(s)
<ul style="list-style-type: none"> produced a presentation using a variety of different visual aids? 		

For task 3 (AC P7 & D1) have you:	Date Completed	Ref/Page no(s)
<ul style="list-style-type: none"> produced a newsletter article? 		

Tutor Information

OCR Level 3 Cambridge Technicals in Sport

Unit 1: Principles of Anatomy and Physiology in Sport

General guidance on using this assignment

1 General

- 1.1 OCR model assignments are issued free to centres on approval and are available to download from our website: www.ocr.org.uk.
- 1.2 Centres may choose to:
 - use OCR model assignments for formal summative assessment of candidates
 - tailor OCR model assignments for formal summative assessment of candidates
 - use OCR model assignments as a benchmark for devising their own assignment.
- 1.3 This assignment has been designed to allow candidates access to all assessment criteria across the grades in this unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.

2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Learner information* section of this assignment.
- 2.2 If Learners carry out any preparation prior to undertaking the tasks; there is no time limit for this.

3 When completing the assignment

- 3.1 Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to learners. This support and guidance must focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for tutors to provide model answers or to work through answers in detail or to detail specifically what amendments should be made.
- 3.4 Learners may use information from any relevant source to help them with producing evidence for the tasks. They must be aware of the need to cite and reference any sources and of the risk of plagiarism.
- 3.5 It is acknowledged that candidates in their responses may refer to situations in the scenario but as the scenario is fictitious this does not break any rules of confidentiality. However, candidates must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

4 After completing the assignment

- 4.1 Learners' evidence is assessed by the centre's assessor against the qualification specification contained in the *Centre Handbook*. When grading learners' work centres **must** use the assessment and grading criteria in the unit. For further information about assessment please refer to the section on *Assessment* in the *Centre Handbook*.
- 4.2 Assessors' decisions must be quality assured across the centre through an internal moderation process. For further information about internal moderation please refer to the section on *Assessment and Centre assessor and quality assurance personnel requirements* in the *Centre Handbook*.

5 Presentation of work

- 5.1 Learners may use the *Learner checklist* provided to ensure that they submit evidence for **all** tasks. They can do this by using the *Learner checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag, or digital media.

6 Acceptable evidence

- 6.1 For guidance on generation and collection of evidence please refer to the section on *Assessment* in the *Centre Handbook*.

7 Reworking the assignment

- 7.1 If learners do not meet all of the assessment criteria at the **pass** grade further work will be required.
- 7.2 Tutors may give feedback to learners to support and guide them in producing evidence to the required standard. This support and guidance must focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for tutors to provide model answers or to work through answers in detail or to detail specifically what amendments should be made.
- 7.3 If learners need to do further work they can continue to use the same model assignment.

Task 1: Skeletal system and Muscular system – structure and function

Assessment criteria P1, P2, P3, P4 & M1 are assessed in this task

For this task learners need to be able to identify and locate the key components of the musculo-skeletal system including major bones, skeletal muscle groups, muscle fibres and classification of joints and link this information to a range of sporting activities.

Learners should underpin theoretical knowledge with practical activity in order to be able to identify situations where key components are in action.

The required anatomical and physiological information relating to this unit can be studied within textbooks, DVD's, and various websites as well as by undertaking specific practical activities.

The evidence for this task could include:

Posters
Leaflets

Task 2: Structure and Function of the Cardiovascular and respiratory system

Assessment criteria P5, P6 & M2 are assessed in this task

For this task learners need to be able to identify and locate the key components of the cardio-respiratory system including heart, blood, arteries, blood vessels and the body's breathing mechanism.

Visual aids to describe; heart, breathing mechanism, main arteries and blood vessels.

The evidence for this task could include:

PowerPoint presentation
Speakers notes
Models
Annotated diagrams
Posters

Task 3: Energy Systems

Assessment criteria P7 & D1 are assessed in this task

For this task learners need to describe the three energy systems, using examples of sport and exercise activities, and also discuss recovery techniques. Learners also need to outline the relationships between the cardiovascular, respiratory and energy systems before, during and after sporting activities. The learner could perform practical activities and explain the physiological changes to underpin the knowledge. Although this is a newsletter article, learners should ensure that there is an appropriate amount of detail in order to cover the assessment criteria.

