

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 2 Cambridge Technical Certificate in Sport	5400
OCR Level 2 Cambridge technical Extended Certificate in Sport	5402
OCR Level 2 Cambridge Technical Diploma in Sport	5405

The Ofqual Unit Number for this unit is:

Unit 2: Anatomy and Physiology for Sport	D/502/5474
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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 2 Cambridge Technicals in Sport

Unit 2: Anatomy and Physiology for Sport

CANDIDATE NAME: _____

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 applied for an assistant personal trainer position in a sports centre. As part of your role, you have been asked to prepare information for the members at the gym that demonstrates your ability and helps clients to recognise and identify key components of the muscular-skeletal and cardio-respiratory systems. You also need to describe the roles they play in movement and physical activity.

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 and the role they play in sporting movements

Assessment Criteria P1, P2, P3, P4, M1 & D1 are assessed in this task

You have been asked to prepare a presentation to be displayed in the gym in which you need to demonstrate the structure and function of the skeletal system including the types of joints and the movements allowed at each joint type. You will also include the major muscles within the human body and different types of muscle and muscle movements.

As part of your presentation, you need to demonstrate how joints and muscles work in a range of sporting actions, from simple through to complete sporting actions.

Your evidence for this task will be:

- Posters
- Leaflets
- Videos
- PowerPoint presentation

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

Assessment Criteria P5, P6, M2 & D2 are assessed in this task

You have been asked to put together a leaflet for the gym members explaining the function and structure of the cardiovascular and respiratory system. You have been asked by the manager of the gym to include many different, relevant images.

After reading your leaflet, an exercise class at the gym have expressed an interest in how oxygen is transported through the body and how the cardiovascular and respiratory systems work together during one of their classes. You have been asked to attend the class and, during the session, describe the processes taking place.

Your evidence for this task will be:

- Video clips
- Written commentary
- Leaflet
- Witness statement

Model Assignment: Learner checklist

OCR Level 2 Cambridge Technicals in Sport

Unit 2: Anatomy and physiology for sport

CANDIDATE NAME:

For task 1 (AC P1, P2, P3, P4, M1 & D1) have you:	Date Completed	Ref/Page no(s)
<ul style="list-style-type: none"> prepared a presentation that can be displayed in the gym? 		

For task 2 (AC P5, P6, D2 & M2) have you:	Date Completed	Ref/Page no(s)
<ul style="list-style-type: none"> produced a leaflet to be displayed in the gym? attended an exercise class and described the processes taking place in the cardiovascular and respiratory systems of the participants? 		

Model Assignment: Tutor information

OCR Level 2 Cambridge Technicals in Sport

Unit 2: Anatomy and Physiology for 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.

8 Scope of permitted model assignment modification

8.1 The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the assessment criteria and allowing access to the full range of grades.

You must not change the following:

- the assessment criteria
- the grading
- the requirements for supervision and authentication as described in the *Centre Handbook (section 5 - Assessment)*.

8.2 The model assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the assessment criteria and to access the full range of grades:

- a logical approach is suggested, however, centres may wish to change the order of the tasks depending on learners' individual requirements.
- the learner's assignment, which can be contextualised or amended to suit local needs. The scenario in this model assignment is fictitious; it is based on what is thought to be a 'typical' scenario. This assignment could be used by learners working in a real Health or Social Care organisation. Alternatively, the tasks within the assignment could be conducted as if learners were engaged in these roles
- the business, business name, job roles, personnel names may be changed.
- each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- the type of evidence and the format it takes.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all assessment criteria can still be met and that learners can access the full range of grades.

Notes for tutors

Task 1: Skeletal system and muscular system and the role they play in sporting movements

Assessment criteria P1, P2, P3, P4, M1 & D1 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, major muscles, types of muscles and synovial joints and the movements they allow, and link this information to a range of sporting actions.

Learners could 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 exercises.

The evidence for this task could include:

Posters

Leaflets

Videos

PowerPoint presentation

Task 2: Structure and function of the cardiovascular and respiratory system

Assessment criteria P5, P6, M2 & D2 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.

Annotated diagrams could be used to identify and locate; heart, breathing mechanism, main arteries and blood vessels.

Where possible, learners should give a 'real-time' commentary on the processes of the cardio-respiratory system during exercise.

Evidence for this task could include:

Video clips

Written commentary

Leaflet