

Key Stage 5 (13)
Course title: Level 3 Sport Technical Sport Diploma
Exam board: OCR
Specification code: 05828
Unit 18: Practical Skills in Sport Unit 18 is the only unit on the course where the student's practical sporting ability is assessed. Students must provide video footage demonstrating their ability in an individual and team sport, from a selection of sports named by the exam board. Each criterion within learning outcome 1 and 2, builds from demonstrating skills through to demonstrating creativity and flair at a more advanced level LO1: Be able to apply skills, techniques, and tactics in an individual sport P1: Demonstrate effective selection and execution of skills and techniques in an individual sport P2: Demonstrate effective selection of tactics and strategies during performance P3: Manage and maintain own performance appropriately M1: Demonstrate understanding of the sport and awareness of own performance and that of opponent(s) through decision-making and adaptability during performance D1: Demonstrate creativity and flair during performance LO2. Be able to apply skills, techniques, and tactics in a team sport P4: Demonstrate effective selection and execution of skills and techniques in a team sport P5: Demonstrate effective performance and communication of tactics and strategies P6: Fulfil own role within a team performance effectively M2: Demonstrate understanding of the sport and awareness of performance of teammates and opponent(s), through decision-making and adaptability during performance D2: Demonstrate creativity and flair during performance, appropriate to the needs of the team LO3. Be able to apply skills and knowledge in outdoor and adventurous activities *P7: Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity To ensure students can learn about and demonstrate participation in a broad curriculum, students now study outdoor and adventurous activity. We frequently attend an external OAA centre for high ropes training and participation under the instruction of qualified staff, and to give the students the opportunity to experience activities in an off-site setting. LO4. Be able to officiate in sport and physical activity P8: Describe the roles and responsibilities of officials in sport and physical activity *P9: Officiate a competitive game or performance situation effectively, applying the rules and regulations accurately M3: Communicate clearly and effectively with participants while officiating a competitive game or performance situation M4: Demonstrate consistency and confidence in decision-making D3: Justify decisions made as an official and how positioning supported the accurate and appropriate application of rules and regulations To demonstrate their broad ability within the unit, beyond those of a performer, learning outcome 4 now builds to teach and assess students regarding the roles of officials. Students are first taught about the roles and responsibilities of different officials within a sporting activity, before being challenged to officiate and demonstrate their effectiveness as an official.

Unit 13: Health and Fitness Testing for Sport and Exercise

LO1 Be able to use a range of fitness tests

P1: Deliver a suitable fitness test for each component of fitness

M1: Assess the advantages and disadvantages of each fitness test performed

This unit is focused on the delivery and successful execution of fitness testing, health screening and analysis, concluding with the design of a fitness testing session and analysis of results. We start by learning about the different fitness tests relevant for varying components of fitness.

LO2 Be able to complete a client health and fitness consultation

P2: Devise and use a suitable health screening questionnaire for a selected client

P3: Conduct a full health and fitness consultation appropriately for a selected client

M2: Explain the importance of client screening

D1: Design an appropriate health screening and fitness testing plan for a selected client

For students to effectively conduct a fitness testing session, they must now learn about health screening and conduct a health consultation. They are required to work in a vocational style with a real-life client, developing their application and communication skills.

LO3 Be able to plan a fitness testing session

P4*: Plan a valid, reliable fitness testing session for a selected client

M3: Explain how validity and reliability was ensured in the planning and delivery of a fitness testing session

We can now focus on designing the fitness session, learning about the importance of ensuring validity and reliability.

LO4 Be able to deliver a fitness testing session

P5: Use the fitness testing session plan to deliver a fitness testing session for a selected client P6:

Accurately record the results of a fitness testing session

M3: Explain how validity and reliability was ensured in the planning and delivery of a fitness testing session

Building on learning and assessments in learning outcome 3, students are now required to deliver their fitness testing session and accurately record the results.

LO5 Be able to interpret the results of fitness tests and provide feedback

P7: Accurately interpret the results of the fitness tests

P8: Provide the client with the test results, placing the findings in suitable context and giving feedback using appropriate methods

M4: Use a range of methods to display the results of fitness tests

Now that students have conducted their fitness testing session, they are able to interpret the results against normative data and will be involved in a vocational setting, providing feedback to their client.

Unit 11: Physical Activity for Specific Groups

LO1 Know about the provision of physical activity for specific groups

P1: Describe the provision of physical activity for specific groups

This unit of work focuses on the provision of physical activity for specific target groups. We start the unit by learning about the different types of specific groups of individuals who may be targeted for increased physical activity and the different types of provision that there may be.

LO2 Know the benefits of and specific groups barriers to participating in physical activity for specific groups

P2: Describe the physiological, psychological and sociological benefits of physical activity to specific groups

P3: Describe barriers to participation for specific groups

M1: Describe how providers of physical activity can promote the benefits of physical activity and help to overcome barriers to participation for specific groups

Now that we have learnt about the different target groups and specific groups of individuals, we study carefully the benefits of physical activity for these groups and the barriers that they may face which impact on participation in physical activity.

LO3 Know the exercise referral process

P4: Describe the exercise referral process

Later in the unit, students will plan exercise sessions targeted at two of the specific groups they have learnt about. In order to move on to the final task, students must learn about the exercise referral process to ensure that any plans they produce would be entirely suitable for the participants of their exercise session.

LO4 Be able to plan physical activity sessions for specific groups

P5: Plan physical activity sessions for specific groups

M2: Justify exercise components selected in the planning of physical activity sessions for specific groups

D1: Plan a series of progressive physical activity sessions for a specific group

An accumulation of learning that has taken place throughout the unit, can now be applied in the final unit outcome. Students can select two specific groups and plan appropriate session activities as part of a referral process or to increase participation in physical activity.

Over the course of year 13, it is expected that students will complete Units 11,13 and 18.

All work must be completed by May half-term of Year 13.

