

Cambridge Technicals Level 3

# SPORT AND PHYSICAL ACTIVITY



## STUDENT GUIDE

Name: \_\_\_\_\_

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## General information

### What are Cambridge Technicals?

Cambridge Technicals are vocational qualifications that are designed to give you a work-focused alternative to A Levels. They've been designed to give you opportunities to demonstrate and develop the practical application of knowledge and understanding in the areas of work that appeal to you. This will enable you to develop your research skills as you work, both independently and with colleagues, to progress through your qualifications. The assessment for the qualifications is exam based and task-based.

Cambridge Technicals are provided by the examining board **OCR**. ([www.ocr.org.uk](http://www.ocr.org.uk))



### What progression opportunities do Cambridge Technicals provide?

The great thing about them is that they still give you a choice of opportunities once you've completed them. The three choices open to you are:

Employment - where you can put your new practical skills towards generating an income

Further education - such as a higher-level qualification at school or college

Higher education - such as a degree course at university.

Access to higher education is possible if you take the Level 3 qualifications because they have **UCAS** points. (<https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/tariff-tables/1066>)



## Course details

The Cambridge Technicals Level 3 in Sport and Physical Activity at Haileybury Turnford will last for two years. We offer two options:

Qualification	Title	Pathway	Guided Learning Hours (GLH)	A-Level Equivalent	Reference
Level 3 Cambridge Technical in Sport and Physical Activity	Extended Certificate	n/a	360	1 x A-Level	Single
	Diploma	Sports Coaching	720	2 x A-Level's	Double

### What will I study?

05827 - Level 3 Cambridge Technical in Sport and Physical Activity – Extended Certificate (360 GLH - Single)

Unit No.	Title	GLH	Assessment Method	Year of study
1	Body systems and the effects of physical activity	90	Exam	First Year
2	Sports coaching and activity leadership	90	Coursework	
3	Sports organisation and development	60	Exam	Second year
8	Organisation of Sports event	60	Coursework	
18	Practical skills in sport and physical activities	60	Coursework	
		<b>TOTAL = 360 GLH</b>		

\* Extended certificate and diploma groups will be in the same class for these units.



## Units aims and purpose

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

#### AIM AND PURPOSE

Whether you are aiming to become a coach, nutritionist, personal trainer or leisure centre manager, knowledge of the human body, its systems and how they function will help you to ensure that your clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems, you can ensure that sports and activities are properly focused and do not risk a client's health or wellbeing, and will help you to persuade others to pursue and maintain a balanced, active and healthy lifestyle.

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.

### Unit 2 - Sports coaching and activity leadership

#### AIM AND PURPOSE

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 National Governing Bodies (NGBs). Through coaching and leading, you can learn a set of skills in communication, adaptability and inclusivity 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 sports participants. You will explore the roles and responsibilities of coaches and leaders and how these differ from each other and be 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 practise and using this feedback to improve your performance as a sports coach or activity leader.

**Unit 3 - Sports organisation and development**

## AIM AND PURPOSE

The organisation of sport in the UK can be quite complex with multiple agencies and organisations, both inside of and outside of the UK, working together at different levels on different agendas. One of the key areas which most, if not all, of the organisations involved in sport in the UK are concerned with is sports development and the increase of participation in sport and physical activity, to not only improve the health of the nation, but also to aid the development of elite athletes who can compete and achieve on an international level.

In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.

**Unit 8 – Organisation of a Sports event**

## AIM AND PURPOSE

If considering a future as a sports coach or leader, fitness instructor or a leisure or recreational assistant, you will need to know the different types of events that can be run as sports events and the different roles which make these sports events work.

In this unit you will be responsible for designing, running and promoting your very own sports event. Whilst completing this you will learn the different types of sports events as well as the different roles you need to make it run smoothly. Whilst creating your event you will need to create promotional material which can help to increase participation at your event.

**Unit 18 - Practical skills in sport and physical activities**

## AIM AND PURPOSE

Most people who work in sport and physical activity do so because they are passionate about their particular sport or activity; a passion that is usually borne out of participating themselves. An effective coach or leader is able to demonstrate skills accurately or offer detailed explanations of tactics and strategies because they have experienced them themselves through their own participation.

This unit gives you the opportunity to participate in a number of different sports and outdoor 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 activities which will allow you to participate effectively, safely and enjoyably.

**Frequently asked questions**

**What do I need to do to pass each assignment?**

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

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

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.

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

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. 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.

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

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 the section 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.

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

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.

You can find more information about how to reference later in this guide.

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

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.

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

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.



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

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

Your tutor has 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.

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

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.



**How will my work be assessed?**

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.

**Referencing Guide**

It is important to show when you have used someone else's work or ideas. Referencing is the process of acknowledging any ideas which are not your own. If you don't reference, you put the acceptance of your work at risk, along with the qualification you have worked towards.

There are a number of referencing systems and this guide will focus on the Harvard system. You may wish to check with your learning institution for their preferred systems.

**When to reference:**

You need to reference when:

- you are quoting directly from another source
- you are paraphrasing ideas and work from another source

**How to reference (within the text of your assessment):**

This is when you 'borrow' another author's words and use them in your own work. When you quote directly or 'borrow' the author's words, it is important that you quote accurately and use exactly the same words as the author. This includes exactly the same punctuation, capitalisation etc. Here is a hypothetical example:

Mary Jackson (2002: 4) states that celebrity culture 'has a powerful effect on all our lives'

The words 'has a powerful effect on all our lives' are exactly the same as in the original text. You can use a whole sentence, or part of it, or even a single word from a text, but it must be copied exactly. This means that you have to fit your own words around the text you want to borrow, to make it make sense.

The date (2002) refers to the date of publication, which can be found on the first few pages of a book, along with the author's name and a copyright symbol ©. The colon and number 4 indicate the page reference where this quotation can be found.

Mary Jackson (2002: 22-33) suggests that the cult of celebrity has significantly impacted on society.

You don't need to use quotation marks for this, as you have put the text into your own words. But to acknowledge the idea has come from another author, you still need to indicate clearly the name of the author and date of publication that you are referring to. Another hypothetical example might be:

Mary Jackson (2002) suggests that the cult of celebrity is not a modern phenomenon.

This paraphrases or summarises the main idea behind a book, so there is no need to indicate a page reference. You may also place the name of the author at the end of your sentence:

It has been suggested that the cult of celebrity has significantly impacted on society (Mary Jackson 2002: 22-33).

Morrison and Smith (2008: 44) state that healthy eating is not the only factor in maintaining a good digestive system.

You can add another name if there are three authors. Any more than that, use the following format:

Simmons et al (2010: 121) claim that social class is an out-dated construct.

Et al stands for 'and others'.

A knowledge of chemistry is helpful when studying hair colour in hairdressing (Colour Watch 2013: 5).

For newspaper and magazine articles, use the same system as above. If an author isn't indicated, format this way:

The Telegraph reported in its article 'Times are changing' (2011: 13), that the number of prison sentences for fraud have increased.

From a website:

The BBC website ([www.bbc.co.uk/news/health/](http://www.bbc.co.uk/news/health/) (accessed 13.3.13)) claims that 'Scientists have identified a group of brain cells which have the power to control appetite and could be a major cause of eating disorders such as obesity'.

For electronic sources citation is similar to books and periodicals, but without page numbers.

How to reference (producing a reference list):

You need to list all your references at the end of your assignment. Your references are the texts from which you have quoted or paraphrased in the main body of your assessment.

Remember:

- List all forms of sources together (ie do not separate website sources from books, for example)
- List alphabetically by author's or editor's surname
- If the source's author is unknown, use the title of the source instead of the author

Order of information for each entry to be included:

1. The author's or editor's surname and comma
2. Their initial
3. The year of publication, in brackets
4. Title of text, in italics or quotation marks
5. Place of publication
6. Name of publisher

The year, place and name of publisher can be found in the first few pages of the book, usually on the left hand side.

Example:

References

Akbar, J (2002) *The Rise of the Criminal*, London, Oxford Press  
Smith, TD (1999) *Criminal Law and Justice: A New Era*, New York, Thomas Patton Ltd  
Troy F, Smith D, De Vere LD (2012) *Everyday Physics*, Australia, Outback Publications  
*The Wyden English Dictionary* (1999), London, Wyden Press

If you want to record a book with an editor:

Hussain, S (ed) (2009) *Disability and Work*, London, Hammersmith Press

If you want to record a chapter of an edited book, and the chapter has been written by someone different, record it like this:

Nimmo, J (1999) 'The workplace as enabling', in Hussain S (ed) *Disability and Work*, London, Hammersmith Press

Still unsure?

There are a number of websites that can help you, for example:

<http://www.citethisforme.com/harvard-referencing>

Your list of references should be attached to the end of your assignment when you submit it for assessment.

**Appendix 1: Command Verbs:**

The purpose of this guide is to give a definition of the command verbs used in the Cambridge Technicals qualifications. For the most frequently used command verbs, we have given you examples of how these verbs could be used about a chair.

<b>Command Verb</b>	<b>Meaning</b>	<b>Example (Using a chair to help illustrate)</b>
Adapt	Change to make suitable for a new use or purpose	
Analyse	Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.	A chair is used for sitting on. It can be used for standing on to reach something or kneeling on or hiding under but its most common purpose is to be sat on. It normally comprises a seat; a backrest and is supported by legs. The legs are positioned in such a way so as to balance the chair, so that when it is sat upon it does not collapse or become unstable. Most chairs have four legs spaced to give stability to the chair. Chairs can have three legs, again it is the positioning of the legs under the seat which provides the stability and makes a chair fit for purpose. Without the back rest a chair would be classed as a stool. The ergonomics of the best rest and the design and materials used in the seat contribute to how comfortable a chair may be to sit on. Chairs can be made in many different styles and use a variety of materials. The design and material choice are reflected in the cost of the chair. Traditionally chairs were made of wood however there is now a vast array of materials used in chair production such as metal, plastic, rubber and fabric. The material used will affect the weight of the chair. Chairs are often used alongside a table, for example whilst eating or working. They are used to support body weight in a sitting position. The height of a chair is very important as if it was too high or too low it would not function at a table and may be uncomfortable. Chairs can be produced in different sizes to make them suitable for individuals eg a child. Chair sizes are standardised however it is relatively easy to find alternative sizes.
Apply	Put into operation or use. Use relevant skills/knowledge/ understanding appropriate to context	
Assess	Offer a reasoned judgement of the standard/quality of situation/ skills informed by relevant facts	Having examined many different chairs, I would consider the wooden chair with a leather seat pad to be the most comfortable. It is also affordable at a cost of £99. Having looked at many different types of material, this chair is easy to lift and manoeuvre and it is easy to keep clean. The leather seat pad can be wiped down with affordable wipes and the wooden legs and back rest do not present nooks and crannies where dust could collect. The back rest and legs are made from solid wood and are oiled with Danish oil so should a scratch appear it would be feasible to rub it down and re oil. Compared to many other chairs, which although cheaper are not made of solid wood this means it would last longer and look presentable

		throughout. In my opinion this chair gives the best value for money, looks the best, is comfortable to sit in and will last the best and is therefore the one I would recommend.
Calculate	Generate a numerical answer, with workings shown	Four chairs would be suitable for the size of table we have. The table is 130cm wide and a chair is 45cm wide, therefore 2 chairs can be fitted on each side of the table ( $2 \times 45 = 90\text{cm}$ , allowing $130 - 90 = 40\text{cm}$ space between the chairs).
Carry out	To undertake an activity of a practical nature	
Collect	Gather together	
Communicate	To impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures etc	
Compare	Identify similarities and differences.	This chair has four legs, a seat and a back rest. The other chair I am considering has three legs, a seat and a back rest. Both are made from wood however the type of wood is different. This has made a considerable difference to the weight of the chair and I would have to bear this in mind for things like ease of positioning and cleaning. The three legged chair looks very contemporary whilst the four legged chair is more traditional. Both are fit for purpose and would suit the size and style of table. The biggest difference between the chairs is cost. The three legged chair costs considerably more than the four legged chair and bearing in mind I would need four chairs, cost could be a deciding factor
Conduct	To do or carry out	
Contrast	Identify differences	
Create	To originate, eg to produce a solution to a problem	
Demonstrate	Show in an explicit way	
Define	State or describe the nature, scope or meaning	A chair is a seat with a back, for one person.
Describe	Give an account, including all the relevant characteristics, qualities, or events	A chair may comprise of a seat, a back rest and is supported by legs. The legs are positioned so as to balance the chair. There are many different styles of chair.
Design	Plan and presentation of ideas to show the layout/function/workings/object/system/process	
Determine	Find out, decide, eg what is relevant. To find a solution by following a set of procedures or to obtain a numerical value by carrying out a series of calculations	

Develop	Progress/expand/initialise from a starting point	
Discuss	Give an account that addresses a range of ideas and arguments	I have a variety of different chairs in my home. All of them have a seat, back rest and are supported by legs. It is possible to have a chair with three legs but most have four. The back rest is what defines the chair otherwise it could be called a stool. When buying a chair, I would consider the room it is for, the design and colour and the price. It is important that it is fit for purpose and that it is comfortable.
Display	Present/set out data/information	
Estimate	Assign an approximate value	
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence	The chair I am considering has several strengths. It is made from a material which is hardwearing and with maintenance and care this chair could last me a lifetime. If the chair got marked, chipped or damaged it could be remedied by me, at home. This would avoid having to find a specialist and having to travel to or haul the chair a great distance, at great cost. Another strength the chair has is its design. Because the back rest is moulded to an adult spine, it is possible to remain sitting on it for hours without feeling any discomfort. The main weakness of the chair is its colour. It is made from a light wood and as a long term investment this may not compliment the shades and style of the room, as it develops. Also there is some intricate design on the back rest which could make cleaning difficult. This could result in a build-up of dust which would look unsightly.
Examine(d)	To look at, inspect, or scrutinise carefully, or in detail. Investigate closely	To look at, the chair presents a contemporary design, using a variety of materials. The seat pad is cushioned and covered in a red checked material. The back rest and legs are made of heavy duty plastic and are white. To touch the chair feels sleek and smooth but it was remarkably heavy and difficult to manoeuvre. When laid on its back, I was able to confirm the legs were solid and had small cushioned pads on the end, so as to avoid scratching the floor. The chair was comfortable to sit on however on a warm day I could imagine sticking to the back rest. The back rest was sturdy but did not feel to support my lower back well. The whole of the chair apart from the cushioned seat had been moulded as one piece and there were no visible joints.
Explain	To give account of the purposes or reasons	A chair is used for sitting on. It normally comprises a seat; a backrest and is supported by legs. The legs are positioned in such a way so as to balance the chair, so that when it is sat upon it does not collapse or become unstable. Chairs can be made in many different styles and use a variety of materials. The design and material choice are reflected in the cost of the chair. Chairs are often used alongside a table, to

		support body weight at a convenient height whilst doing something at the table. Chairs can be produced in different sizes to make them suitable for individuals eg a child.
Explore	To find out about	The chair has four legs, a seat and a back rest. It appears to be heavy as it is made from metal however when lifted up it was light. Having a closer look at the chair it was made from aluminium hence it had a metal look but was light weight. The chair appeared to be patterned however it was made purely of metal, that had been finished in such a way that gave the metal a swirled pattern. The chair felt cold to the touch and hard yet was remarkably comfortable and supportive. I was able to sit in it comfortably for the 45 minutes I was in the shop discussing furniture with the assistant. Being made from metal, I was concerned that there may have been sharp edges to the chair and it may prove unsafe. Having felt all around the chair and looking closely at it in many positions, I was able to confirm it was 100% safe to use.
Follow	To go in the direction of or to be guided by instructions	
Generate	To originate, eg to produce a solution to a problem. To produce original data by taking measurements	
Give	Supply	
Identify	Recognise, list, name or otherwise characterise	The object in the middle with four legs, a seat and a back is a chair.
Illustrate	Make clear by using examples or provide diagrams	
Implement	Put into action/use/effect	
Interpret	Translate information into recognisable form. Convey one's understanding to others, eg in a performance. Explain the meaning of something	
Investigate	To inquire into (a situation or problem)	To look at, the chair presents a contemporary design, using a variety of materials. The seat pad is cushioned and covered in a red checked material. The back rest and legs are made of heavy duty plastic and are white. To touch the chair feels sleek and smooth but it was remarkably heavy and difficult to manoeuvre. When laid on its back, I was able to confirm the legs were solid and had small cushioned pads on the end, so as to avoid scratching the floor. The chair was comfortable to sit on however on a warm day I could imagine sticking to the back rest. The back rest was sturdy but did not feel to support my lower back well. The whole of the chair apart from the cushioned seat

		had been moulded as one piece and there were no visible joints
Justify	Present a reasoned case for actions or decisions made	
Measure	Establish a value using a suitable measuring instrument or technique	
Name	To provide appropriate word(s) or term(s)	
Obtain	Acquire	
Outline	A description setting out main characteristics/points	A chair is a piece of furniture; usually it would be used alongside a table or desk. A chair is something that we sit on. It usually consists of a seat and back rest supported by legs.
Participate	Take part in	
Perform	Present/enact/demonstrate practically	
Plan	Consider, set out and communicate what is to be done	
Predict	To say that an event or action will happen in the future, as a result of knowledge, experience or evidence	
Present	Produce an exposition/resumé for an audience, eg at the conclusion of the project to demonstrate what has been done and the outcome	
Process	A systematic series of actions	
Produce	To bring into existence. Give rise to by intellectual or creative ability: to make or manufacture	
Promote	Work for/urge the adoption of/support/progress, eg a particular course of action/solution	
Propose	Put forward an idea, plan, suggestion for consideration by others	
Recommend	Suggest/put forward as being appropriate, with reasons why	
Reflect	Look back upon and appraise, relate to, eg to stated aims. Give contemplative, balanced consideration to an issue or action	
Report	To prepare a detailed account or statement about an event or topic	
Research	Investigation into and study of materials and sources to	



	establish facts and reach conclusions	
Review	Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not	Having tried out and researched chairs it is possible to categorise and label the many different types of chair. There were pros and cons to each design and material sampled but it would appear four legged chairs are the most reliable. Back rests vary considerably but those that form an S shape did suit the back shape the best. There is a chair out there to suit every individual, diddy chairs, huge chairs, funky chairs, traditional chairs made from a multitude of different materials. The majority of chairs seemed to combine materials and all were aesthetically pleasing to the user. Ultimately the chair you choose has to be suitable for the space in which it will be placed, it must be fit for purpose and it must be safe to use. Selecting a chair is a matter for personal choice and personal finances. The cost of a chair varies greatly, a bespoke piece of furniture made from a precious or less common material can be highly expensive. Mass manufactured, flat packed chairs or those made from cheaper materials may suit the poorer wallet.
Select	Carefully choose as being the most suitable for a task or purpose	
Set up	Prepare a system or set of equipment for operation	
State	Express in precise terms, express in unequivocal terms	
Suggest	Give possible alternatives, produce an idea, put forward, eg an idea or plan, for consideration	
Summarise	To sum up or to put things into your own words or to create a précis of the information discussed	
Undertake	Take part in or carry out an activity	
Use	Apply the information provided or apply prior learning. To put into service or action. Employ for a given purpose	

**Appendix 2: Example Candidate Authentication Statement**

## Candidate Authentication Statement for OCR Cambridge Technicals

All candidates must confirm that the work they do for every unit is their own. This form is to be completed when work is submitted for assessment and it can cover more than one unit (there is space to list all units, by number).

Centres must make sure there is a statement covering every unit that makes up the candidate's qualification. The completed form should be kept at the centre. OCR may ask to see the form and it must be made available on request.

### NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

You must not copy the work of another candidate or allow another candidate to copy your work. This would be cheating and is a breach of the exam regulations.

If you use (or copy) any text or images from books, magazines or any other printed materials or from the Internet in your work you must acknowledge it by referencing where it came from\*. This means you must say where the text and/or image is from and who the author is. If you do not reference the work of other people it is plagiarism.

If you breach the exam regulations in any way including plagiarising the work of other people there may be penalties imposed on you, which could result in you being disqualified and not receiving any results for this qualification. Breaching the exam regulations might also include disqualification from other OCR qualifications.

\*Your teacher or the person advising you on your qualification will be able to tell you about how to reference the work of other people.

#### Declaration by candidate

Centre Name	<input style="width: 95%;" type="text"/>	Centre No	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
Month	<input style="width: 95%;" type="text"/>	Year	<input style="width: 20px;" type="text" value="2"/>	<input style="width: 20px;" type="text" value="0"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
Qualification Title	<input style="width: 95%;" type="text"/>						
Unit Number(s)	<input style="width: 95%;" type="text"/>						
Candidate Name	<input style="width: 95%;" type="text"/>			Candidate No	<input style="width: 95%;" type="text"/>		

I have read and understood the notice to candidates (above). I have produced the work I am submitting for assessment myself.

I have not copied the work of other candidates or allowed other candidates to copy mine.

I have referenced any text and images from printed materials and/or from the Internet where I have used these in my work.

Your (candidate's) signature: ..... Date: .....