

Cambridge TECHNICALS LEVEL 3

SPORT AND PHYSICAL ACTIVITY

Version 1

Cambridge
TECHNICALS
2016



Welcome...

Student Guide
- Useful
information

Teachers

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Learning Objectives:



About the qualification:

- New course for 16-19 year olds
- **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.”

Learning objectives:



How does the course work?

Qualification	Title	Pathway	Guided Learning Hours (GLH)	A-Level Equivalent	Reference
Level 3 Cambridge Technical in Sport and Physical Activity	Extended Certificate	Coaching	360	1 x A-Level	Single



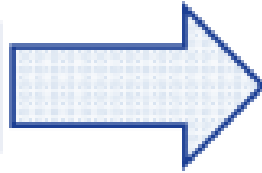
Extended Certificate

Certificate

Extended
Certificate

Foundation
Diploma

Diploma



- 360 GLH
- Vocational alternative to 1 A level
- 3 mandatory units
 - 2 externally assessed
 - 1 internally assessed
- 2 or 3 optional units (depending on choice)
 - All optional units are internally assessed



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 (2025-2026)
2	Sports coaching and activity leadership	90	Coursework	
3	Sports organisation and development	60	Exam	Second year (2026-2027)
8	Organising a sport event	60	Coursework	
18	Practical skills in sport and physical activities	60	Coursework	
		TOTAL = 360 GLH		

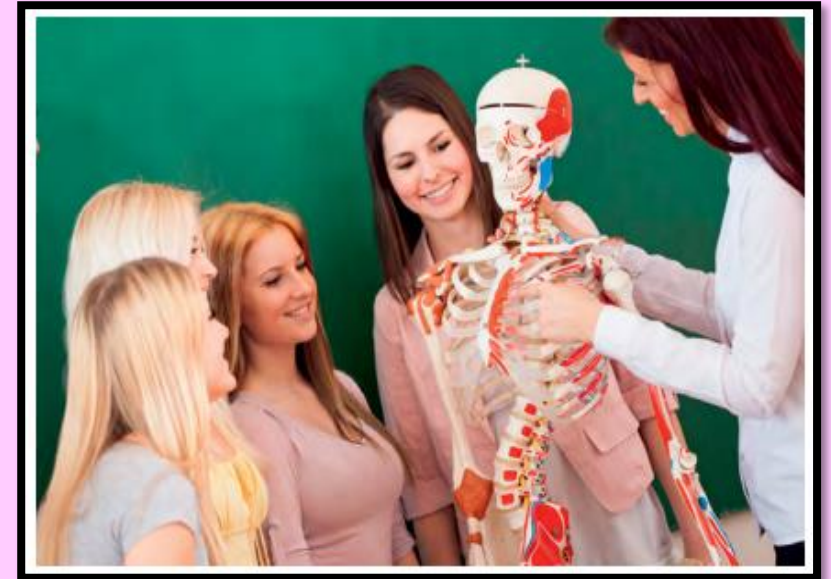


Learning objectives:

Unit 1 - Body systems and the effects of physical activity

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.



Learning objectives:

Unit 2: sport coaching and activity leadership

- At some point throughout their lives, everyone will have experienced being coached or taught about sport and physical activity.
- 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
- 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.**



Learning objectives:



Possible pathways?

Careers:

- Physiotherapist
- Sports and exercise therapist
- Sports coaching
- Personal training
 - Education

Further education:

- Sport therapy based degrees
 - Physiotherapy degree
 - Personal training levels
 - Coaching award schemes



Learning objectives:

Questions?

Do you have any questions about the course?



Learning Objectives:



Expectations:

To be successful on this course you must:

- Have taken GCSE PE as this provides the basic entry level knowledge
- Have been graded 4 or above in science
- Fully commitment to coaching a minimum of 6 sports sessions in personal time/after school.
- Have both a team and practical sport you will be graded in.
- Commitment to extensive home learning to support January exam entry



Learning objectives:

Explanation

First half term

- You will:
- Learn about the body system and initial theory content for the exam
- Start your sports coaching coursework, looking at what makes a good coach.



Learning objectives:

- As well as completing the 3 bridging unit tasks complete the following by researching each aspect below and why it helps a coach to have those qualities:
- **Roles of sports coaches and activity leaders:**
- role model, motivator, planner, instructor, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organiser
- **Responsibilities of sports coaches and activity leaders:**
- Sets agreed ground rules, fair, consistent, duty of care, safeguard, assess risk, promote health and wellbeing, importance of being a role model, rules and regulations of the sport.



Explanation

- New summer task – create a mid term plan for the 6 sessions you will deliver as part of the sports coaching unit. These must be progressive sessions of the same sport but can be different skills or progression of a skill over sessions.
- *Exempla proforma*
- *Sport:*
- *Session Number:*
- *Skill focus:*
- *Skill progression/adaptation:*



Learning objectives:

Summer Task - 1:

Students should investigate and produce a poster that could be displayed in the classroom to show the short-term and long-term effects of exercise on the:

- Skeletal system
- Muscular system
- Cardiovascular system
- Respiratory system



Learning objectives:

Summer Task - 2:

Produce a PowerPoint presentation that **describes** the 'Classification of skills', **explains** what they mean and gives **examples** of where this can be found in sport:

- open/closed
- gross/fine
- simple/complex
- discrete/serial/continuous



Learning objectives:

Summer Task - 3:

Choose a sports coach or leader in sport. Produce a report that **describes** what makes a successful leader, using the headings below. Include a picture of your chosen coach or leader if possible:

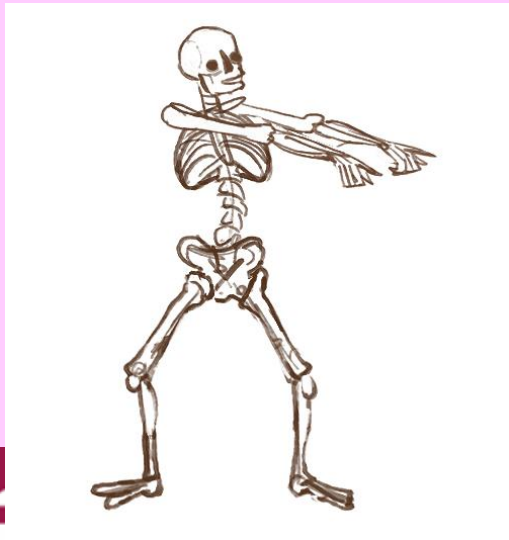
- communication skills
- able to establish and maintain relationships
- knowledge of the activity
- organisational skills
- empathy



Learning objectives:

Task:

- You will produce a labelled diagram of the skeleton and list the functions of the skeleton.



atives:

