

Cambridge TECHNICALS LEVEL 3

Cambridge  
TECHNICALS  
2016

# ***SPORT AND PHYSICAL ACTIVITY***

Unit 11

Physical activity for specific groups

Model Assignment

R/507/4462

Version 1 April 2016

# Contents

<b>Guidance for tutors on using this assignment</b> .....	3
General .....	3
Before using this assignment to carry out assessment.....	3
When completing the assignment .....	4
After completing the assignment .....	4
Reworking the assignment.....	5
Modifying the model assignment .....	5
<b>General information for learners</b> .....	6
Scenario .....	8
The tasks .....	9
Task 1: Planning the event.....	9
Task 2: Benefits and barriers .....	10
Task 3: After the event.....	11
Task 4: Planning physical activity .....	12
<b>Evidence Checklist</b> .....	13

Please note:

You must use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

# Guidance for tutors on using this assignment

## General

OCR Cambridge Technical model assignments are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how participation in physical activity might be promoted to specific groups of individuals, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use the assignments that we provide. You can use this assignment as a guide to help you to design your own assignments and we provide an assignment checking service. You'll find more information on these matters in the qualification handbook in section 8 'Internal assessment'.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

**We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.**

## Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit. As this assignment is being used to ensure synoptic assessment takes place, learners should have completed the learning for all mandatory units and a substantial number of optional units before completing this assignment.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

## When completing the assignment

**You should use this assignment in conjunction with the unit specification and qualification handbook.**

### Health and Safety and the use of resources

Depending on the environment or the people that the learner will interact with then some supervision may be required. Learners should be instructed to follow health and safety guidance specific to the environment they are in.

### Time

You should plan for learners to have 9-12 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with planning we've given an indication of how long each of the tasks should take.

Learners can produce evidence in several sessions.

### Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria in order to pass the unit.

**Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.**

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

### Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together. You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

## After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

## Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

## Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

**If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.**

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

# General information for learners

Q ***What do I need to do to pass this assignment?***

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

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

A 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.

Q ***What help will I get?***

A 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. We've given your tutor information about how much support they can give you.

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

A 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.

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

A 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 Q&A 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.**

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

A 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. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

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. Your tutor can advise you how to do this.

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

A 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.

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

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

We have given your tutor 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.

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

A 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.

Q ***How will my work be assessed?***

A 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

# Assignment for learners

## Unit 11: Physical activity for specific groups

### Scenario

#### Local council event

Concerned by the decline in participation in sport and physical activity in the local area, the council has decided to host an event to encourage more people in the community to participate in sport and physical activity on a regular basis.

Because they want it to be a community event, the council have approached local schools and colleges who deliver Sport qualifications to gain support in planning for and delivering the event. The council is hoping to appeal to people from a wide range of target groups and will need your support in making the attendees aware of why they should participate in physical activity more often; how and where they can access opportunities to participate in physical activity and the support available to help them do so. Providers of physical activity have also been invited to the event to learn how they can better support the target groups identified. As well as attending the day of the event, you have also been asked to support attendees after the event with any queries they might have.

#### Introduction to the tasks

In these tasks you will be asked to demonstrate your knowledge of the provision of sport and physical activity for specific groups and the benefits of and barriers to physical activity to the different groups identified. You will also need to demonstrate knowledge of the exercise referral process before going on to plan physical activity sessions for the specific groups.

Evidence for these tasks can include:

- Written reports
- Presentations and notes
- Witness statements
- Session plans
- Information leaflets

# The tasks

## *Task 1: Planning the event*

(This task should take between 2 and 3 hours.)

Learning Outcome 1: Know about the provision of physical activity for specific groups

Your task:

In order to best prepare for the event, the council has asked for your help in identifying who the event should be targeted at and who should be invited to present to the audience.

Prepare a presentation to deliver to the event planning team that considers the following:

- who the specific groups targeted are and how and why they have been identified as such
- local facilities, services and support/campaign groups you think should take part in the event
- any other regional or national providers, services or campaign groups that your area may benefit from accessing.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
P1: Describe the provision of physical activity for specific groups		
<b>Tasks/Evidence</b>		
<p>A presentation describing the specific groups targeted and how and why they have been identified as such. Your presentation should include information on local and national campaigns to support specific groups and what provision is available to support and facilitate regular participation in physical activity for at least three of these groups.</p> <p>This could be in the form of a PowerPoint presentation with your accompanying speaker's notes, a witness statement and observation records of the presentation or a recording of the presentation.</p>		

## Task 2: Benefits and barriers

(This task should take between 3 and 4 hours.)

Learning Outcome 2: Know the benefits of and barriers to participating in physical activity for specific groups.

Your task:

At the event, workshops are being held to discuss with attendees the benefits of regular participation in physical activity and to explore some of the barriers to regular physical activity and how these might be overcome. To support these workshops you have been asked to produce information leaflets detailing the benefits of regular participation in physical activity for specific groups that the audience can take away with them.

At the end of the event, the providers ask if they could have a summary of the discussions around barriers to participation and suggestions as to how they might be able to improve their provision to address these.

Produce a summary report that can be given to the providers that describes the barriers to participation for different specific groups and how they could help groups to overcome these.

Pass	Merit	Distinction
P2: Describe the physiological, psychological and sociological benefits of physical activity to 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	
P3: Describe barriers to participation for specific groups		
<b>Tasks/Evidence</b>		
<p>An information leaflet describing the physiological, psychological and sociological benefits to regular participation in physical activity for specific groups.</p> <p>A summary report for providers of physical activity describing how they can promote the benefits of physical activity, the barriers to participation for specific groups and how they can help to overcome these.</p> <p>The evidence could be in the form of hard copy leaflets or electronic proofs and a summary report.</p>		

### **Task 3: After the event**

(This task should take between 1 and 2 hours.)

Learning Outcome 3: Know the exercise referral process

Your task:

The event was a great success and the local council has seen a huge increase in enquiries from people who want to become more active and are requesting more information about how they can do so. While most people have very specific queries regarding activities that they can get involved in, a number of enquiries are from people who have concerns about their health and want to know where they can get further support and guidance. The council work closely with medical professionals in the area and think that many of these people may benefit from exercise referral and so would like to provide more information about this on their website.

They have asked you to develop a webpage that describes the exercise referral process. They would like you to include a case study of an individual who has gone through the exercise referral process to show how it works in practice.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
P4: Describe the exercise referral process		
<b>Tasks/Evidence</b>		
Produce a draft webpage that describes the exercise referral process, including a case study to show the process in practice.  This could be in hard copy or an electronic version.		

## Task 4: Planning physical activity

(This task should take between 2 and 3 hours.)

Learning Outcome 4: Be able to plan physical activity sessions for specific groups

Your task:

In order to further improve the support that they can offer, the council would like to put some example physical activity session plans on their website that can be used as a template for others to follow.

They would like you to create a session plan for an individual member of each of two different specific groups which reflect their needs and circumstances.

As these session plans are intended to be examples for people to follow or to use to help them to plan their own activity sessions, you should also provide a supporting document which justifies:

- specific planning considerations that should be made for the selected groups when planning physical activity
- why the selected activities were chosen and considered appropriate to the individual and their specific needs.

The council have also asked if it is possible for you to plan a series of at least six activity sessions for one member of a chosen target group. These plans should:

- be suitable for the chosen individual and their specific needs
- show progression from one session to the next throughout the programme.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
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
<b>Tasks/Evidence</b>		
Two physical activity session plans for an individual member of each of two different specific groups. Activity sessions should last at least half an hour. For M2, a supporting document should be included giving your justification for your sessions. For D1, at least six session plans should be included which should show progression from one session to the next.		

# Evidence Checklist

## OCR Level 3 Cambridge Technicals in Sport and Physical Activity

### Unit 11: Physical activity for specific groups

LEARNER NAME:

For Pass have you:	Completed (✓)	Ref/Page no(s)/DVD timings
Described the provision of physical activity for specific groups (P1)		
Described the physiological, psychological and sociological benefits of physical activity to specific groups (P2)		
Described barriers to participation for specific groups (P3)		
Described the exercise referral process (P4)		
Planned physical activity sessions for specific groups (P5)		

<b>For Merit have you:</b>	<b>Completed (✓)</b>	<b>Ref/Page no(s)/DVD timings</b>
Described how providers of physical activity can promote the benefits of physical activity and help to overcome barriers to participation for specific groups (M1)		
Justified exercise components selected in the planning of physical activity sessions for specific groups (M2)		

<b>For Distinction have you:</b>	<b>Completed (✓)</b>	<b>Ref/Page no(s)/DVD timings</b>
Planned a series of progressive physical activity sessions for a specific group (D1)		

To find out more

**[ocr.org.uk/sport](http://ocr.org.uk/sport)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.