

**SUBJECT BRIDGING PACK**

**CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN SPORT**

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### **THE PERFECT CAMBRIDGE TECHNICAL STUDENT?**

### List 10 skills or qualities that you will need to demonstrate to be ‘the perfect Cambridge Tecnical student’.

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The Cambridge Technical course you are about to embark on will involve researching, extended writing, discussion work and some practical involvement. It may be useful to think about which areas you have identified above need more development from you.

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#### **ORGANISATION IS THE KEY!**

**How to be organised in and for lessons:**

* Number and date all of your notes and handouts to keep them in order.
* Use a folder and file dividers to separate each unit for coursework.
* Create folders on the computer/laptop for each unit.
* Take responsibility for catching up if you miss a lesson due to illness. Find the resources that you missed and also photocopy a friend’s written notes. Email your teacher for any resources you might have missed.
* If you don’t feel confident about a particular area, consult your teacher. Never be afraid to ask for help if you don’t understand.
* Always come prepared to class, bringing writing equipment, class notes from previous lessons, previous coursework.
* Ensure you have handed in work for the set deadline. Email your teacher at least 24 hours in advance if you need an extension.
* If at any point you feel overwhelmed by the work – call for help – wave – don’t drown!

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**ASSIGNMENT PROFORMA**

Before starting each new assignment it is important that you think carefully about how you will complete your work to the highest possible standard, whilst always meeting the given deadlines. Below is an example of an assignment sheet.

**LEVEL 3 CAMBRIDGE TECHNICAL SPORT EXTENDED CERT – TASK SHEET**

**UNIT 12 – NUTRITION & DIET FOR SPORT & EXERCISE**

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| **TASK 2** |
| **LO2 – Understanding energy balance** |
| **TASK**At your work experience placement at a sports nutrition clinic. You have been asked to do a presentation to a group of young athletes about energy balance. In your powerpoint you need to include:* Energy intake
* Energy balance
* Calorific requirements and energy balance for 2 different groups
* A diet plan for one day for a selected athlete
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| **GRADING CRITERIA** |
| **PASS** | **MERIT** | **DISTINCTION** |
| **P3 –** Explain energy balance and the calorific requirements for different groups | M1 – **Analyse** how energy balance and hydration differ across 3 different sports (with clear different requirements)*(This will be complete at the end of task 3)* |  |
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| **TASKS/EVIDENCE** |
| You need to produce a powerpoint including:* Energy intake of different food groups and units (calories, kilocalories, joules, kilojoules)
* Energy balance:
	+ Basal metabolic rate and factors affecting it (age, gender, fitness levels)
	+ Thermic effect of food
	+ Energy expenditure (BMR x Physical Activity Level)
	+ Energy intake v expenditure and how this affects weight
* Calorific requirements and energy balance for 2 different groups.
* A diet plan for 1 day for a selected athlete

This can be evidenced in a hard copy or electronic form.  |

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| **GRADE ACHIEVED** |  | Date:  |

**KEY WORDS IN CAMBRIDGE TECHNICAL ASSIGNMENTS**

Understanding the command words for different assignments is vitally important for success. Below are a selection of keyword words that are used in assignments.

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| **Demonstrate** | Show in an explicit way (often practically demonstrate). |
| **Describe** | Give an account, including all the relevant characteristics, qualities or events.

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| **Explain** | To give account of the purposes or reasons |
| **Outline** | A description setting out main characteristics/points. |
| **Plan** | Consider, set out and communicate what is done. |
| **Justify** | Present a reasoned case for actions or decisions made. |
| **Evaluate** | Make a qualitative judgement taking into account different factors and using different knowledge/experience/evidence. |
| **Compare** | Identify similarities and differences. |
| **Assess** | Offer a reasoned judgement of the standard/quality of situation/skills informed by relevant facts.  |
| **Review** | Survey information, methods, outcomes, conclusions after the event, deciding what was effective or not.  |
| **Analyse** | Separate into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.  |

**ASSIGNMENT WRITING TIPS**

* Make notes during the assignment introduction lesson.
* Read the assignment sheet carefully giving particular attention to the key command words.
* Research the topic of the assignment using a variety of websites and read any relevant articles. You can make further notes here.
* Email/speak to your teacher if you need further help.
* Before handing your assignment in read it through carefully checking that you have included everything on the assignment sheet.
* Don’t forget to include a bibliography.
* Hand you assignment in on time. Email your teacher 24 hours before the set deadline of you need an extension.

**USEFUL WEBSITES**

**UNIT 1 – Body systems & the effects of physical activity**

<https://medlineplus.gov/anatomy.html>

<https://www.innerbody.com/htm/body.html>

<https://www.livescience.com/37009-human-body.html>

**UNIT 2 – Sports coaching & leadership**

<https://www.brianmac.co.uk/coachsr.htm>

<https://www.ukcoaching.org/resources/topics/videos/how-to-plan-and-organise-a-coaching-session>

<https://athleteassessments.com/stages-of-team-development-in-sport/>

**UNIT 3 – Sports Organisation & development**

<https://www.sportengland.org/>

<https://www.uksport.gov.uk/>

<https://network.streetgames.org/our-work-changing-sport/national-governing-bodies>

**UNIT 8 –Organisation of sports events**

<https://www.ticketsource.co.uk/blog/how-to-plan-a-sport-event>

[https://prezi.com/pjaq9oofhev8/roles-and-responsibilities-of-four-individuals-involved-in-sports-events/https://prezi.com/pjaq9oofhev8/roles-and-responsibilities-of-four-individuals-involved-in-sports-events/](https://prezi.com/pjaq9oofhev8/roles-and-responsibilities-of-four-individuals-involved-in-sports-events/)

**UNIT 11 – Physical activity for specific groups**

<https://www.healthline.com/nutrition/10-benefits-of-exercise#section3>

<https://lucyysullivann.wordpress.com/2015/03/11/the-sport-continuum-for-different-target-groups/>

<https://www.nice.org.uk/guidance/ph54/documents/exercise-referral-schemes-draft-guideline2>

**UNIT 12 – Sports nutrition**

<https://www.nhs.uk/live-well/eat-well/>

<https://hydralytesports.com.au/importance-of-hydration/>

<https://www.mealplansite.com/>

**BRIDGING TASKS**

**TASK 1 (unit 1)**

Find out where the following muscles are located in the body:

* Shoulder - deltoid, latissimus dorsi, pectoralis major, trapezius, teres major
* Elbow - biceps brachii, triceps brachii
* Radio-ulnar - pronator teres, supinator muscle
* Wrist - wrist flexors, wrist extensors
* Vertebral column - rectus abdominus, erector spinae group, internal and external obliques
* Hip – iliopsoas, gluteus maximus, gluteus medius, gluteus minimus, adductor longus, adductor brevis, adductor magnus
* Knee - rectus femoris, vastus medialis, vastus intermedius, vastus lateralis, biceps femoris, semimembranosus, semitendinosus
* Ankle - tibialis anterior, gastrocnemius, soleus

Using sports of your choice describe where the following movements take place. State which specific muscles are being used at which specific joints. You may use diagrams to help you describe the movement.

* Flexion and extension
* Lateral flexion
* Abduction and adduction
* Horizontal abduction and adduction
* Medial and lateral rotation Circumduction
* Pronation and supination
* Dorsi flexion and plantar flexion

**TASK 2 (unit 12)**

Using the Eatwell plate guide identify the nutrients that are included in a balanced diet. For each nutrient include:

* The function
* Different types (if applicable)
* At least 3 examples (of each type if applicable)

Using a sportsperson of your choice describe which nutrients are essential to them and why. Include the following:

* Macronutrient requirements and why.
* Micronutrients requirements and why (including specific vitamins and minerals)
* Hydration requirements
* Dietary supplements and why they are used

**TASK 3 (unit 2)**

* Sports coaches and sports leaders have many roles when they are coaching/leading sports activities. They include: role model, motivator, planner. Instructor, mentor, facilitator, demonstrator, adviser, supporter.
* Describe each of these roles giving examples where you can from your own experiences in school or in a club situation.
* Sports coaches and sports leaders have different leadership styles and personalities.
	+ Leadership styles - autocratic, democratic and laissez faire
	+ Personality types – type A and type B, NACH and NAF
* Describe which type of personality and leadership style is suitable for the following:
	+ Teams/individual sportspeople
	+ Beginners/advanced performers
* What is the difference between sports coaches, sports leaders and PE teachers?