

Model Assignment

Assessment Material

OCR Level 1/2 Cambridge National Award in Sport Science J802

OCR Level 1/2 Cambridge National Certificate in Sport Science J812

Unit R042: Applying principles of training

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R042
- certification codes Award J802/Certificate J812

The accreditation numbers associated with this unit are:

- unit reference number M/503/6561
- qualification reference(s) Award: 600/5120/6
Certificate: 600/5121/8

Duration: Approximately 10 hours

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Model Assignment: Information for Learners

OCR Level 1/2 Cambridge National Award in Sport Science J802

OCR Level 1/2 Cambridge National Certificate in Sport Science J812

Unit R042: Applying principles of training

Scenario for the Assignment

You have been invited to assist and shadow the coach of a sports team. It is important to educate the squad members and develop their and your knowledge and understanding of the principles and methods of training. You will develop your own skills by conducting and carrying out fitness tests, interpreting the results and applying this information in a practical manner in the design of a training programme to enhance the squad members' performance.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your Tasks

Task 1: The principles of training

Learning Outcome 1 is assessed in this task.

The coach who you are shadowing has asked you to demonstrate your knowledge of the principles of training before you start working with the squad members.

Your task is to describe to the coach the principles of training in a sporting context.

Task 2: Training methods

Learning Outcome 2 is assessed in this task.

The coach has asked you to mentor one of the squad members.

You must describe the difference between aerobic and anaerobic exercise to the squad member, giving examples of each. You must then consider training methods for different fitness components and describe specific methods of training that target the components of fitness identified.

Task 3: Fitness tests

Learning Outcome 3 is assessed in this task.

The coach you are shadowing has explained to you how important it is to obtain information about current fitness levels of your squad members to help design realistic training programmes. This is often referred to as “baseline” fitness.

Your task is to carry out and interpret the results of fitness tests to assess the “baseline” fitness of the squad member you are mentoring. You must take into account appropriate guidelines and protocols and consider reliability and validity in the testing.

Task 4: Developing a fitness training programme

Learning Outcome 4 is assessed in this task

The coach is impressed with your work so far. Having demonstrated your knowledge of the principles of training and established the current fitness of the squad member you are mentoring, the coach wants you to produce a fitness training programme for them.

The programme should address their performance needs as established in Task 3. You then need to evaluate the programme, making recommendations for improvement where necessary.

Information for Teachers

OCR Level 1/2 Cambridge National Award in Sport Science J802

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Unit R042: Applying principles of training

Guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website:
www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for formal summative assessment of learners and assessment must be conducted for supervision. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment
- 2.3 We have estimated that it will take approximately 10 hours to complete all tasks. Learners would need approximately 1–2 hours to complete Task 1, 1–2 hours to complete Task 2, 1–2 hours to complete Task 3 and 4–5 hours to complete Task 4. This is the recommended time but centres can decide how the time can be allocated between each part or individual task in the assessment. Centres are also permitted to spread the overall assessment time across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment. (*Note to Ofqual reviewer, the arrangements for electronic evidence will be available in time for first teaching*)
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted model assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You must not change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (Section 4 *The centre assessed units*).

Permitted changes:

The model assignment can be modified in terms of the areas described below but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The assignment, which can be contextualised or amended to suit local needs. Whilst the role of assistant coach in this model assignment is a 'real' role, centres may wish to adapt the focus of the model assignment to suit their learners' needs, for example, the role of personal trainer, club manager or teacher may be used
- who the participant(s) is/are and what their requirements are
- each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario
- the type of evidence required and the format it takes.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.

6 Specific guidance on the task

The aim of this assessment is for the learner to carry out an exercise physiology project to meet the requirements of this unit. The project should be designed to meet the outcomes of the unit. The learner will be required to plan their work and to identify and use sources of information effectively. The learner must carry out practical work safely and with due regard to accuracy, reliability and validity. The learner needs to process data appropriately and to present their project according to established protocols. The assignment must be conducted using appropriate instrumentation to obtain primary data.

Task 1: The Principles of Training

Learning Outcome 1 is assessed in this task

For this task learners need to examine and describe the principles of training and how their application will help in the design of a training programme. The following should be included:

- progression
- overload (FITTA)
- specificity
- reversibility/regression
- moderation
- variance.

The learner should also relate the principles to sport and give a range of relevant and developed sporting examples throughout.

The evidence for this task could be provided in the form of a report

Task 2: Training Methods

Learning Outcome 2 is assessed in this task

For this task learners are asked to describe aerobic and anaerobic exercise and describe the training methods for the different fitness components. It would also be beneficial if learners were to experience the training by participating in the different methods in order to gain a better understanding. The following should be included

- Aerobic exercise and aerobic exercise and relevant examples of training methods
- Identification of the components of fitness

Examples of the methods of training could include:

Cardiovascular training

- steady state (continuous)
- interval training
- fartlek training

Resistance training

- resistance machines
- free weights

- circuits (including use of medicine balls and resistance bands)

Power/anaerobic training

- interval training
- plyometrics
- sprint training (repetition sprints, acceleration sprints)

Flexibility training

- static (passive and active)
- ballistic/dynamic

Agility training

- agility ladder
- agility hurdles

Balance training

- balance board
- exercise ball – e.g. *FitBall*

The learner should ensure that they use appropriate examples and describe them in detail. They should also explain how the training methods target fitness components both individually and in combination..

This task could be evidenced in the form of circuit cards on which the methods could be shown as descriptions of the training method, images to show the training methods and guidance notes to include both the method and the health and safety issues.

Task 3: Fitness tests

Learning Outcome 3 is assessed in this task

For this task learners are asked to carry out fitness tests to assess a squad members' fitness.

Fitness tests should include consideration of:

- tests for each component of fitness
 - protocols and guidelines set down by the fitness industry (e.g. does the performer need to seek medical advice before performing the tests? How does the test procedure ensure accuracy?)
- maximal or sub-maximal (e.g. 20 metres sprint, bleep test, Cooper Run, Illinois Agility Test, Harvard step test etc)
- test sequence (e.g. of sequence; agility test, maximum power and strength tests, sprint tests, muscular endurance test, aerobic tests)

The evidence for this task could be provided in the form of circuit cards. The conducting of fitness tests could be evidenced by a DVD recording and a witness statement.

When interpreting the results learners should consider:

- Normative data (e.g. how do the outcomes compare to average results for the test used?) - the normative data must be included as part of the evidence for this task
- Validity and reliability of the tests (e.g. validity - a speed test using shuttle runs may actually test a person's ability to turn, which is more about agility than speed, reliability - the conditions of the test must always be identical so that it is most likely that the same results will be produced)

The evidence for this task could be provided in the form of a written report, spreadsheets/graphs feedback sheets and a witness statement.

Task 4: Design a fitness training programme

Learning Outcome 4 is assessed in this task

For this task: the learner should design a fitness training programme to address specific needs identified in Task 3 including:

- gathering details about the subject the programme is for
- clarifying the aims of the training programme – these should show relevance to the initial data gathered in Task 3
- setting realistic goals which can be measured
- suitable duration of the training programme
- suitability of activities
- organisation of activities
- adaptability
- progression.

The learner must also evaluate the programme's effectiveness.

The evaluation should include consideration of:

- measurement
- reflection
- improvement.

For LO4, learners will determine the duration of the training programme and it is up to the teacher to assess whether they feel that it is appropriate to deliver the goals set out by the learner. Appropriate application of the principles of training should be considered when designing the training programme. The training programme should either be carried out by the learner or by somebody they can observe and have access to, both during and, at the end of the programme so that they can inform the evaluation.

The evidence of the programme could be in the form of a written training programme put into a booklet or diary.

Witness Statement – Task 3

LEARNER NAME	
ASSESSOR NAME	
Date	
Unit	Unit R042: Applying principles of training
LO3	Be able to carry out fitness tests

ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the grade awarded.

Ability to carry out fitness tests						
Mark awarded	MB1		MB2		MB3	
Assessor comments						

AREAS FOR IMPROVEMENT/GENERAL COMMENTS

RECORD OF QUESTIONS/ANSWERS**ASSESSOR QUESTION 1****LEARNER RESPONSE 1****ASSESSOR QUESTION 2****LEARNER RESPONSE 2****ASSESSOR QUESTION 3****LEARNER RESPONSE 3****ASSESSOR SIGNATURE:****DATE:****LEARNER SIGNATURE:****DATE:**