

Heston Community School Sixth Form

Level 3 Cambridge Technical (CTEC)
Extended Certificate in Sport

Summer Transition Pack 2025



Name

.....

Introduction Page

Welcome to your Heston Community School summer work. Everything in this booklet must be completed over the summer to hand back in at enrolment week, which is week commencing **?????**. This summer work is designed to give us as staff the best possible guidance at this stage of your academic ability and writing skills. This booklet gives you an insight into the first 2 units you will study at Heston Community School Sixth Form in September. You should use your prior knowledge & any resources available to you to help you complete this booklet to the best of your ability.

Information on the course

The Extended Certificate is an applied general qualification and takes 360 guided learning hours to deliver which means it is **equivalent to one A-Level**. Taking the Extended Certificate qualification will provide you with the opportunity, through applied learning, to develop the core specialist knowledge, skills and understanding required within the sport and physical activity sector in addition to **aiding progression onto higher education** on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching, sports rehabilitation and Development or Sport and Leisure Management.

Over the 2-year course you will be studying a total of 5 **different units**:

- Unit 1: Body Systems and the effects of physical exercise
- Unit 2: Sports Coaching and activity leadership
- Unit 3: Sports Organisation and development
- Unit 8: Organisation of sports events
- Unit 17: Sports injuries and Rehabilitation

General information

- Grades are awarded per unit and then an overall qualification grade will be calculated at the end of the two years
- This qualification provides progression onto university / degree apprenticeships / apprenticeship or employment

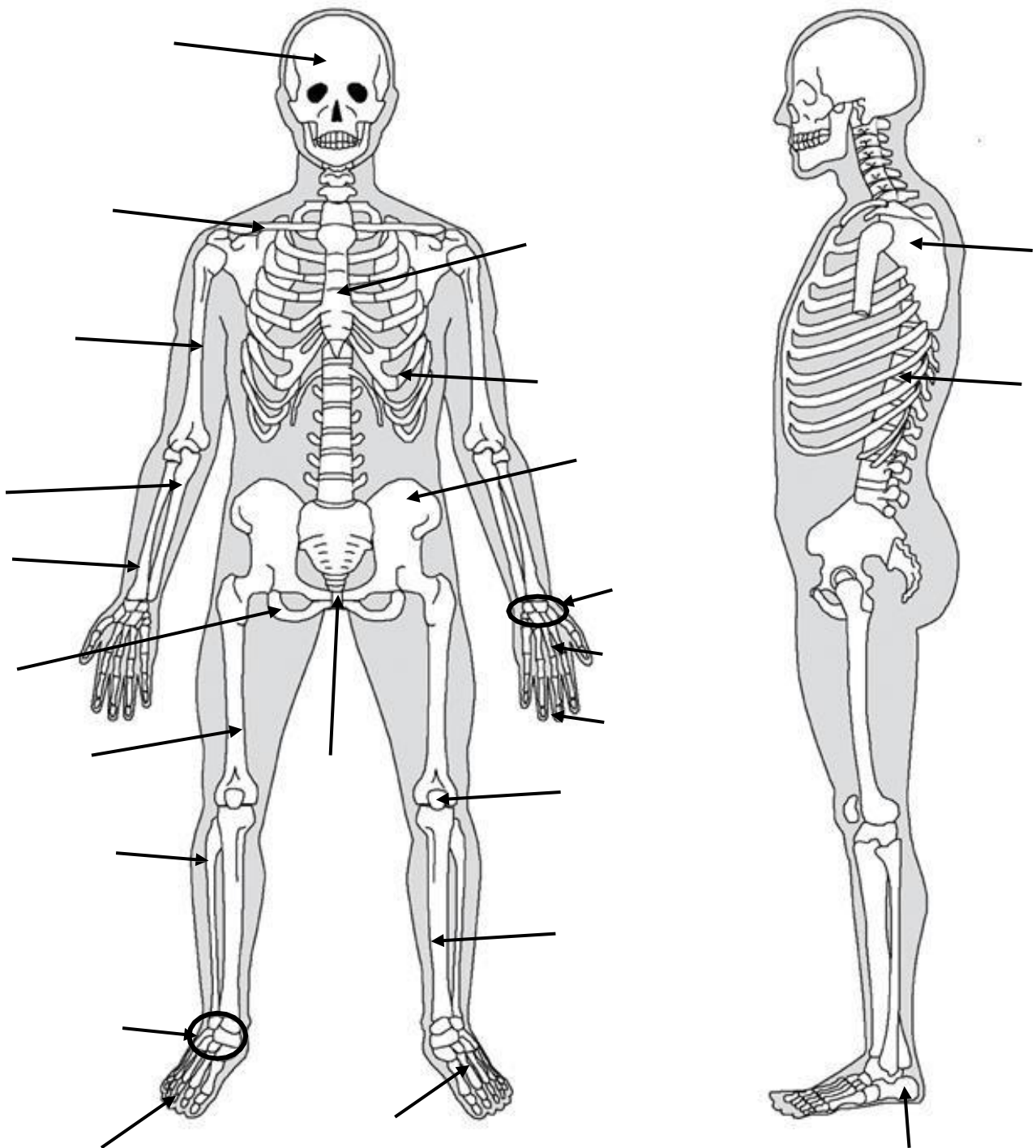
Unit 1: Body Systems

TASK: Describe the following key terms:

Key Term	Explanation
Skeletal System	
Carlovascular System	
Energy Systems	
Muscular System	
Respiratory System	

The structure of the skeletal system

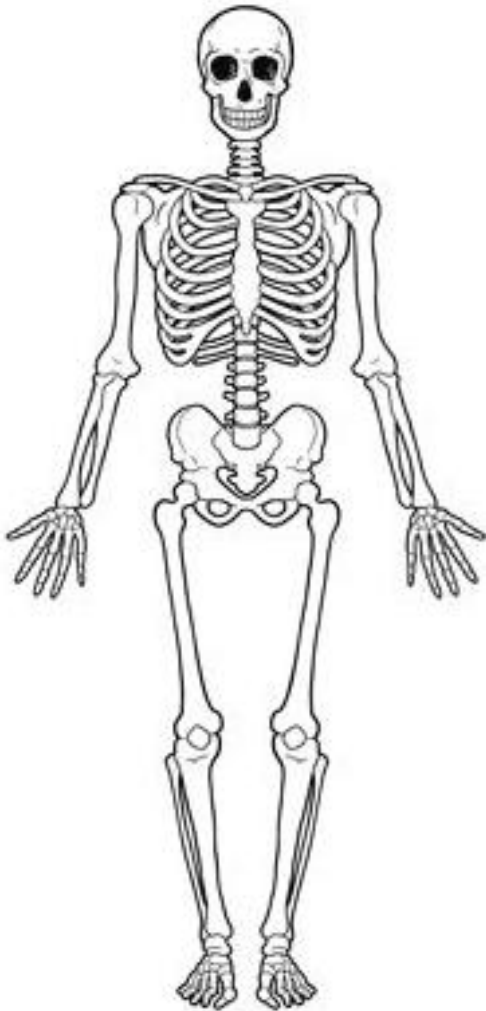
TASK: Label the skeleton



The Axial and Appendicular Skeleton

TASK: Colour the skeleton below. One colour for parts of the skeleton that are Axial and a second colour for the appendicular.

TASK: Complete the table, using the diagram on the previous page categories the bones into the correct heading. Then describe the main function of the axial and appendicular skeleton.



Axial	
Bones	
Function	
Appendicular	
Bones	
Function	

The functions of the skeleton

TASK: Identify and describe the functions of the skeleton

Function	Explanation

Types of bones

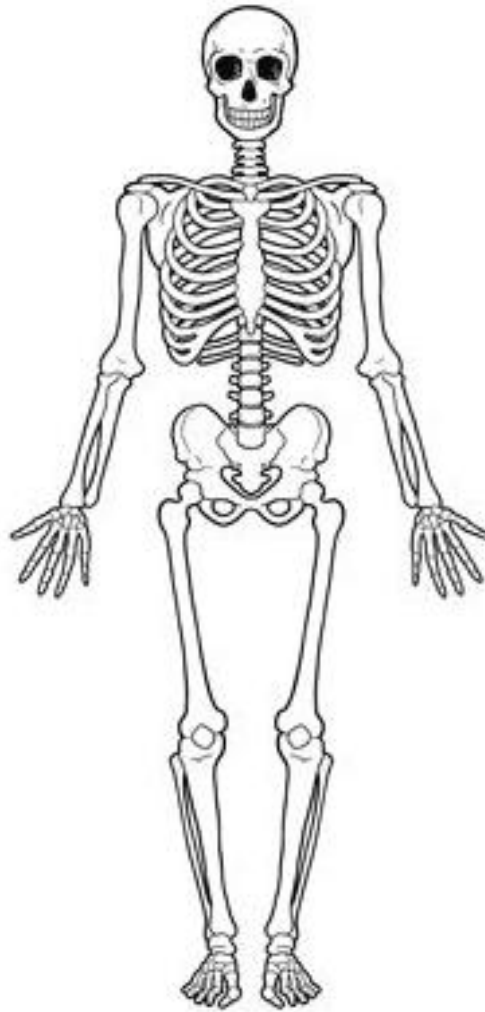
TASK: Name the type of bones, their function and how the bone carries on their function...

Name	Function	What is the bones main function

Useful links <http://learn.visiblebody.com/skeleton/types-of-bones>

Types of synovial joints

TASK: Circle the location of the joints listed in the table below, and label the different types of joints. Then complete the table Identify the bones making up that part of the joint, identify the type of joint



Joint	Bones	Type
Knee		
Shoulder		
Hip		
Elbow		
Wrist		
Ankle		
Neck		
Thumb		
Tarsals/Carpals		

Structure and functions of synovial joints

TASK: Complete the table; indentify the names of the main synovial joints on the body, describe the function of the joint, types of movement and loaction on the body

Name	Function	Types of movement	Location on the body

The impact of physical activity, training, and lifestyle on the skeletal system

TASK: In the box below, describe the effects of physical activity, training and lifestyle on the skeletal system

Short Term

Long Term

Unit 2: Sports Coaching

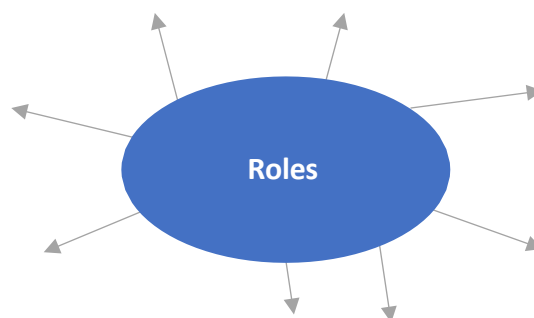
Roles & Responsibilities of coaches/ activity leaders

TASK: List as many good leaders as possible and justify the choice you have made

Name an example of good leader	Justification for selecting this person

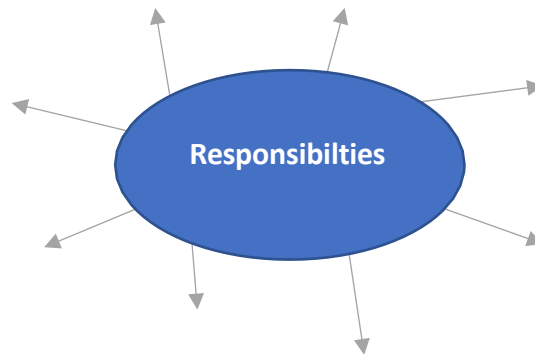
What is meant by the term role?

What roles might a coach/ leader of an activity have?



What is a responsibility?

What responsibilities might a coach/ leader of an activity have?



Successful coaches/ leaders examples

Select 2 people who you believe are successful coaches or leaders

Which of the roles or responsibilities each person demonstrates and examples of when....

<u>Roles</u>	<u>Roles</u>
<u>Responsibilities</u>	<u>Responsibilities</u>

How the roles and responsibilities involved in teaching and delivering sport differ...

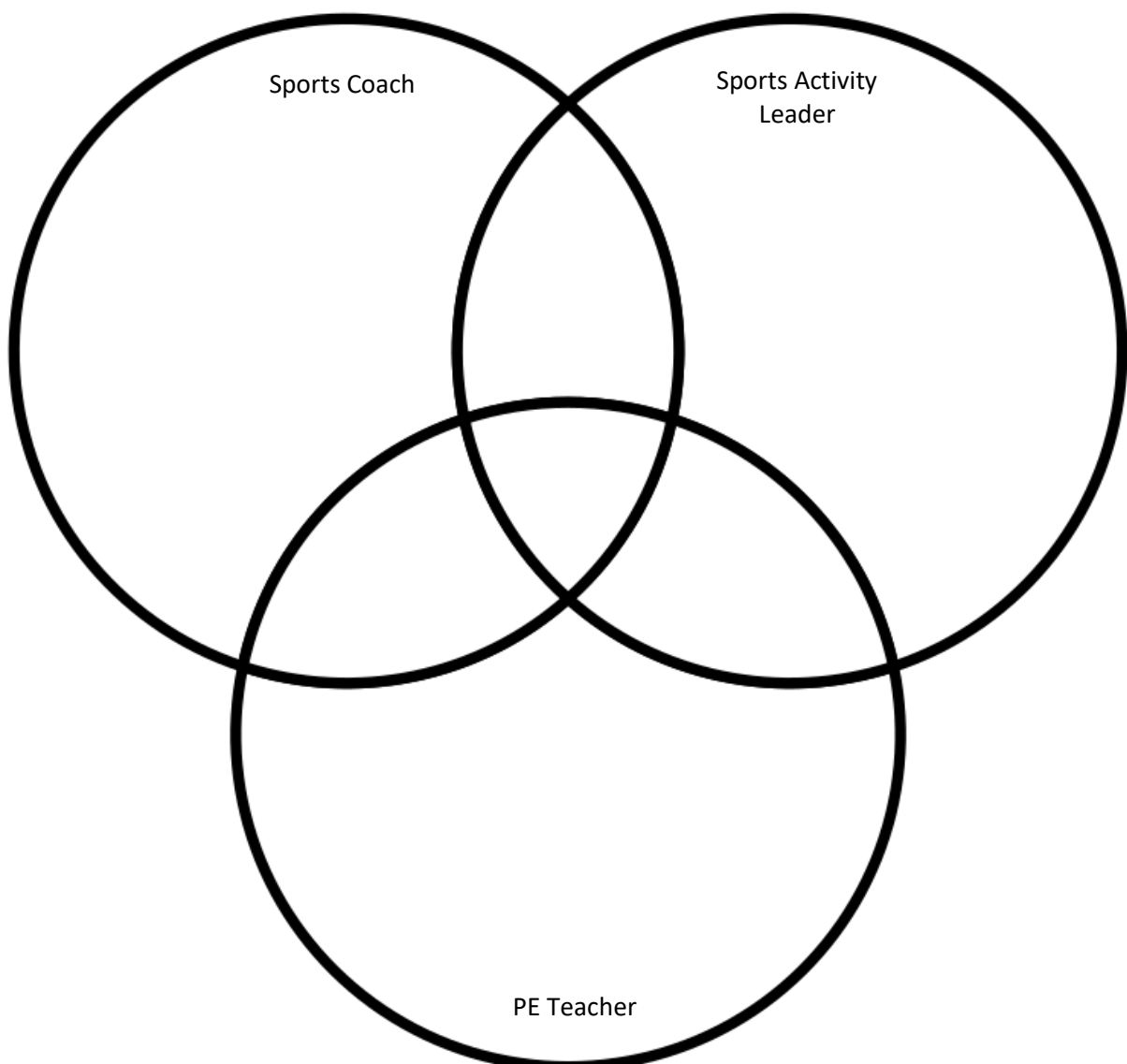
What are the roles and responsibilities of a...

Sports coach? (someone who coaches a specific sport e.g. Saturday league football coach)

Sports activity leader? (someone who runs varied activity sessions such as fun sport summer clubs for children)

PE teacher? (a teacher who works in a secondary school or college teaching the curriculum)

Compare (similarities and differences) the different roles and responsibilities of those involved in teaching and delivering sport



Task

Write below (using the lines given to you) a description of 4 different roles and 4 responsibilities of sports coaches and leaders... & how they differ from each other and from those of Physical Education teachers

P1: Describe the roles and responsibilities of sports coaches and activity leaders

- **Roles of sports coaches and activity leaders** (e.g. role model, motivator, planner, instructor, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organiser)
- **Responsibilities of sports coaches and activity leaders** (e.g. sets agreed ground rules, fair, consistent, ethical, duty of care, safeguard, assess risk, promote health and wellbeing, codes of conduct, importance of being a role model, rules and regulations of the sport or activity)

P3: Compare the different roles and responsibilities of those involved in teaching and delivering sport

How the roles and responsibilities involved in teaching and delivering sport differ, i.e.

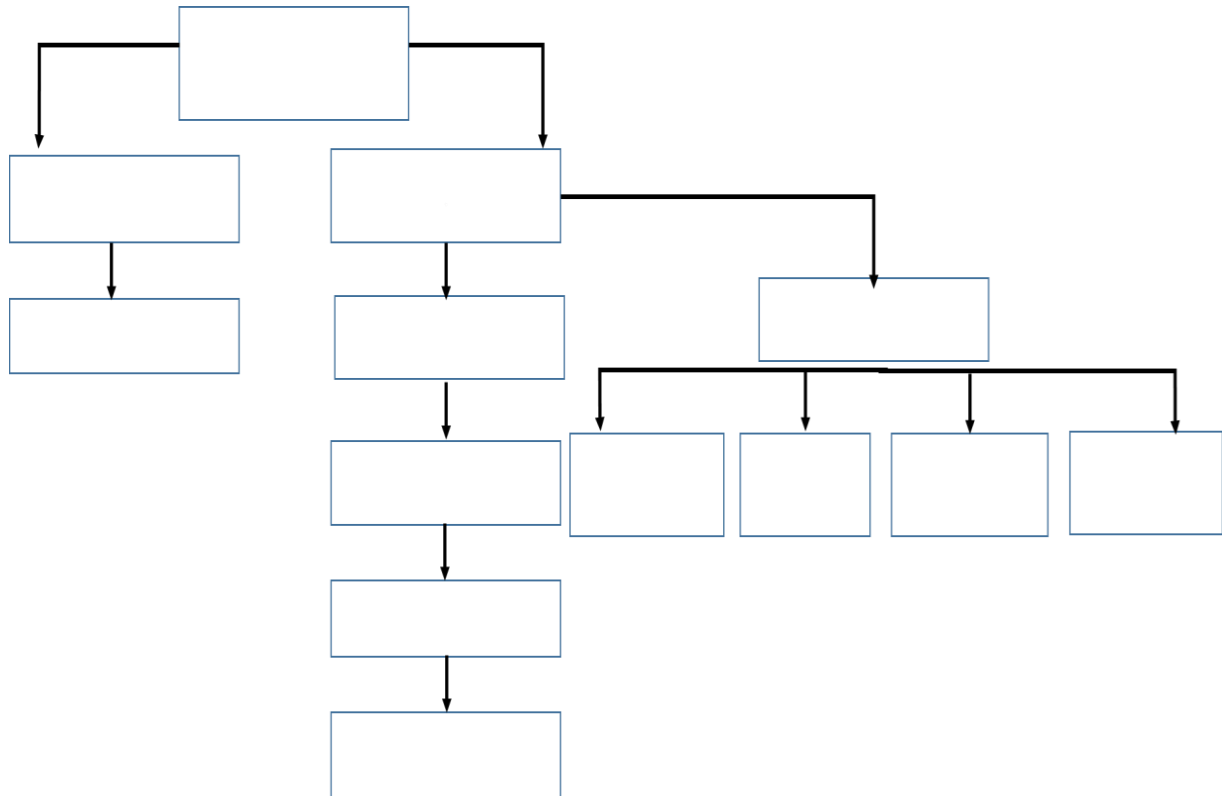
- **Sports coach** (e.g. focus more on performance and reaching the peak, are usually focused on one sport, may work with a broad range of abilities from beginners to elite performers, may use a range of analysis techniques to enhance performance)
- **sports/activity leader** (e.g. concerned with 'sport for all', about taking part and being active rather than skill development, often across a range of activities, may not be sports based)
- **PE Teacher** (e.g. focus on health and wellbeing, have to teach more than one sport, have a broader social responsibility, within the constraints of the curriculum and school/college policies)

[illegible]

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, typical of notebook or legal stationery. The background is a solid off-white color, and there are no margins, text, or other markings present.

Unit 3: Sports Organisation & Development

Task 1: Fill in the blanks



1. School Sport
2. International
3. Sport England
4. Individual Sports Clubs
5. UK Government
6. National Governing Bodies
7. Key Sports
8. Dept. for Education & skills
9. Regional Sports Bodies
10. UK Sport
11. Gold Event Series
12. Performance (English Institute of sport)
13. Dept. for Culture, Media & sport

Name the organisations below

Task 2: Complete the Acronym

An acronym is a pronounceable word formed from the first letter (or first few letters) of each word in a phrase or title. The newly combined letters create a new word. Below are numerous acronyms that you will need to know about for Unit 3 sports organisation and development. Next to each one write down what you think they mean in the first column. In the final column use the internet to research what each of these mean.

Acronym	What do the acronyms mean?	What is the purpose of this organisation
IOC		
UEFA		
FIFA		
ECC		
ASOIF		
NOC		

Task: Using the table Below (Matching task)

Match the roles and responsibilities in column 1 to the correct definition (column 2) and description (column 3).

Roles and responsibilities	Definition	Description
Sports Development	The development of knowledge and practice within sport	Implementing promotional campaigns and organising network
Setting Rules and Regulations	Improving numbers and consistency of those taking part in diverse and disabled sports in order to encourage healthy lifestyles	Help in preparing athletes as fully as possible for Olympics games.
Organising Competitions and Tournaments	Providing a range of material and knowledge to individuals in order to engage and develop young, elite and disabled athletes	Informing of the effects of smoking, obesity, alcoholism and mental health across the nation. Working with local and national partners to maximise school PE lessons and funding.
Increasing Participation	Provide grants and loans to educational and elite facilities.	Setting expectations regarding anti-doping equality, diversity, safeguarding, codes of conduct discipline, complaints, whistleblowing, bullying and harassment.
Education	The Supporting of sporting activities to benefit local communities	Investing in NGB's and their plans to encourage participation levels.
Training Coaches	Putting in place expectations within sport for individuals to adhere to in order to ensure the safety and enjoyment of all those taking part in sport.	Offering badges and qualifications to individuals in order to encourage a wider spectrum of knowledge throughout all sports.
Providing Funding	The running of major events to increase and sustain involvement in grass roots and elite level sport	High performing NGB frameworks to reach talent and participation objectives and continually encourage positive movements.

Task: Read the article below.

Many of the organisations set out rules and regulations in specific sports. For example, NGB will oversee the rules and regulations at all levels and alter them where necessary. The Sport and Recreational Alliance are also responsible for doing this at recreational level in most sports.

UK Sport and Sport England ensure that rules and regulations are set out across many sports in the UK and specifically England, whereas The National Lottery do not have this responsibility.

The National Lottery help to supply money and have a responsibility to ensure that some of the major national competitions and tournaments are organised. NGB's will also help to ensure the smooth organisation of many of these events.

The National Disability Sports Organisation are responsible for the increase of participation in the selected target groups and will do this using many different methods. Sport England and UK Sport also have this responsibility however their target group and methods are often slightly different.

NGBS, The National Disability Sports Organisation, Sport England and UK Sport are all responsible for developing many different sports.

Money is an important aspect when ensuring that competitions and tournaments can be run as well as providing the correct facilities. The National Lottery provide this money and from their NGBs, Sport England and the DCMS provide further funding and distribute this accordingly.

The DCMS, Sport England, County Sports Partnership and other organisations such as The Youth Sport Trust play a large part in educating many people in different sports and the benefits of taking part in sport.

Training coaches is important to ensure that sport is taught and represented in the correct manner. The National Disability Sports Organisation, many NGBs, and the DCMS all ensure this happens.

Many organisations are responsible for increasing participation in many different sports. Some of these organisations are; County sports trust, local councils, NGB, Sport Recreational Alliance, DCMS and other smaller organisations. The National Lottery does not have this responsibility.

DCMS ensure the continual development of sport across the UK, this is distributed down through the many organisations and many local councils will help to develop this too.

The DCMS are responsible for ensuring many competitions and tournaments are organised across the world and will delegate some of their work to UK sport to ensure that UK competitions are planned for and are organised to run smoothly.

It is important that sport is taught in the right context and young people are educated on its benefits as well as some of the rules and methods of playing or becoming involved. The Sport and Recreational Alliance play a large part in ensuring that students and participants are educated correctly in sport. The local councils do not however play a large part in this.

The DCMS are used to set out rules and regulations across the UK and keep up to date with any changes across the European union as well as worldwide.

Task: Using the information from the article and the internet write down notes on the following organisations.

Organisations	Roles and responsibilities
NGB's	
NDSO's	
National Lottery	
Sport England	
UK Sport	

Task: Using your current knowledge identify what each initiative promotes.

Initiative	What does this initiative promote?
This Girl Can	
Great British Tennis Weekend	
Chance to shine	
Kickz	
Rainbow Laces	