

Cambridge National

Sport Studies

Level 1/2 Cambridge National Award in Sport Studies **J803**

Level 1/2 Cambridge National Certificate in Sport Studies **J813**

OCR Report to Centres January 2018

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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R051: Contemporary issues in sport

General Comments:

It is pleasing to note that many centres and therefore candidates are becoming much more adept at using the technical terminology contained within the specification.

There was evidence of use of quantitative comments in a number of questions, as opposed to single word responses. For example, in question 2a, a lack of money gained a mark but money alone did not. It is important that candidates continue to be encouraged to write in sentences and not use one word answers in their responses, which would generally result in no marks being awarded.

Centres should note that where a response requires a specific number of responses and that number is in bold, only that number of responses will be marked, with any subsequent comments or attempts not awarded any credit.

Candidates should be encouraged to read the question carefully to avoid a loss of marks. For example in question 11b, candidates were instructed to add comments relating to the drawbacks of holding the Football World Cup but were instructed to avoid comments relating to cost. Numerous candidates however made reference to costs incurred, thereby not being able to access maximum marks for the question. Missing the focus of the question was a significant feature of candidate responses in question 13, whereby the key phrase was 'develop their sport', not describe the structure.

National Governing Body questions continue to prove problematic for candidates. It is vital that Centres and therefore candidates are fully familiar with **all** the differing roles and functions of an NGB. A vast number of candidates again were only able to offer comments relating to rules, facilities and competitions as opposed to the developmental role of an NGB in relation to its sport.

Comments on Individual Questions:

Question No.

1. There was evidence to indicate that many candidates had not focused on the word **not** in the question and actually ticked examples of an emerging sport.
- 2a. A generally well answered question. There were however a number of candidates who simply wrote single words such as; transport, time, money, without quantitative comments as their three responses, thereby gaining no marks.
- 2b. Whilst many candidates gained maximum marks, several made reference to activities being free, which would not be relevant to strategies that a school could offer to encourage increased participation by teenagers.
3. There was a full range of marks gained for this question, with many candidates clearly identifying the problems that Tom has in participating in sport and then offering appropriate solutions.

Unfortunately, many responses were simply repetitions of the question, with comments such as; 'Caroline works full time' or 'they have no car', thereby gaining no marks. Other responses focused on what Caroline could do to increase her participation when the question actually relates to Tom.

4. A straight forwards question with many candidates gaining four or more marks. The most common mistake for those gaining four marks was with the last two alternatives, where candidates mixed up inclusion and citizenship.
5. Increasing the performer/sport's reputation, acting as a role model and maintaining fairness amongst performers were frequent responses in this well scoring question.
- 6a. It was quite simply a case of knowing examples, with the associated sport, or not in this question, although there were several instances of names being mixed up or sports not being identified.
- 6b. Very few candidates scored on this question. The focus in the question is why sports governing bodies should not allow the use of performance enhancing drugs, **not** the effects of taking performance enhancing drugs. For example; 'it maintains the spirit of the sport' is correct but 'it's cheating' is incorrect.
- 6c. A reasonably well answered question, although several candidates wrote incorrectly about the use of recreational drugs for medical purposes.
7. As a reminder again, the focus of the question is, which of the alternatives is **not** a reason for taking performance enhancing drugs. Those who selected alternatives such as (b) to train harder, which is a reason for taking performance enhancing drugs, a mark was not awarded.
8. There was generally a sound understanding of the 'Whereabouts' rule.
9. Unfortunately a substantial number of candidates simply regurgitated the four words/phrases in the question. For instance, a typical response to the friendship section was 'being friendly' or 'making friends', without actually linking the response to Paralympic performers.
10. On the whole, a reasonably well answered question, with just a few candidates mixing up some of their responses. As a note to centres, the regular and recurring choice should contain both of these words and not simply, regular or occurring.
- 11a. Tourism, national pride, reputation of the country and increased employment were the most frequently occurring responses to this generally well answered question about why a country might bid to host the Football World Cup.
- 11b. A number of candidates reduced their scoring potential by including comments relating to cost being a drawback to hosting the Football World Cup, when the question had clearly stated that cost should not be covered in the response. Many candidates wrote about and gained credit for; facilities not being used after the event, the threat of terrorism, negative impact on the country if the event runs poorly and overcrowding.
12. Whilst many candidates gained one mark for lottery funding, a number lost marks for the inclusion of a comment relating to the selling of merchandise, a source of funding which does not fund facilities. Again, an illustration of the fact that candidates do not always fully read a question and extract the appropriate area of focus.

- 13.** Candidates, across the whole spectrum of marks, failed to focus on the key phrase of 'developing their sports', with the result that there were numerous answers recounting the function of a governing body in terms of rule setting, facility construction and organising competitions.

The candidates who identified the correct focus were able to comment on at least one of the points on the mark scheme relating to elite training, coaching and officials awards. Exemplification of these three key areas was rarely in evidence.

- 14.** Campaigns such as 'This Girl Can' and the reference to increased use of female roles models and female only clubs featured frequently in this reasonably well scoring question.
- 15.** There were some pleasing responses where candidates had focused correctly on reasons why some sports had a higher number of participants than others. In this extended question, candidates would have benefited from identifying the concept that they wish to discuss, such as; cost, media, climate etc, followed by the use of an example to illustrate why each of the sports had more or less participation and finally a more general discussion point as to how the concept might affect overall participation in sport. Reference to individual sporting preferences, family influences and the general popularity of an activity are not relevant to this question.

Moderated Units

This qualification requires centres to use the Model Assignments provided by OCR. Since September 2013 there have been two Model Assignments for Units R042; R043; R044; R045 and R046

Centres are reminded that OCR unit recording sheets must be used for each piece of candidates work submitted for moderation. Centres are also reminded that the final piece of work should not be presented in plastic wallets/folders or as loose sheets of paper, but treasury tagged with the URS as the front sheet.

For all units the majority of centres have used the model assignments as required by OCR. Where these have been used it was clear to see that the candidates knew what tasks they had to do for this unit and candidates responded well to the tasks set.

Unit R052: Developing sports skills

LO1 and LO2 – The majority of candidates demonstrated the key components of performance in a range of sporting activities. Many centres' provided detailed witness statements, stating and commenting on the skills/techniques/strategies/compositional ideas that were actually demonstrated by the candidates. However, many centres did not provide witness statements in enough detail for MB3 therefore the evidence provided did not fully match the mark awarded. The detail provided should link with the assessment criteria and the wording within the specification. Often the witness statements did not include the sporting activity that the candidates had been assessed in. Some centres only detail whether or not the candidate presents the centre; county or district. This, in itself, is not sufficient detail to quantify marks awarded. Centres must ensure that the witness statements produced are personalised and significantly different from one another in order to access all mark bands.

LO3 – All candidates demonstrated effective officiating skills. Centres' provided witness statements which were detailed. In order to access MB3 there needs to be details of the complex situation that the candidates were able to apply the rules and regulations to. Sheets on the rules were often included. Some centres only detail whether or not the candidate has achieved an officiating award. This, in itself, is not sufficient detail to quantify marks awarded. Centres must ensure that the witness statements produced are significantly different from one another in order to access all mark bands.

LO4 - The majority of candidates were able to review their own performance. The candidates themselves need to provide the majority of the evidence for this LO. For MB2 and MB3 candidates need to review their performance in detail they also need to show an understanding of how to measure improvements in detail. Candidates should be encouraged to use the terminology in the learning outcome when mentioning types of skills, types of practice and applying practice methods particularly when aiming for MB2 and MB3. In some cases, candidates provided a separate section demonstrating an understanding of the application of practice methods it is recommended that this demonstration, wherever possible, should relate to the sporting activity they are reviewing and should be contained within the practice methods. In order to access even the top of MB1 candidates need to apply practice methods to more than one identified area needing improvement.

NOTE:- there is a list of permitted activities list for LO1 and LO2 this is available on the OCR website <http://www.ocr.org.uk/Images/347665-cambridge-nationals-sports-activity-list.pdf>. This list of activities must be used by centres commencing September 2018.

Unit R053: Sports leadership

LO1 – All candidates described a range of sports leadership roles and related responsibilities and made links between them. The candidates who accessed MB3 made clear and accurate links between the different roles and the personal qualities and leadership styles of those who undertake them. It is recommended that candidates treat captains, managers and teacher as separate entities in addition to the ones currently being chosen. There needs to be more of a focus on leadership styles when accessing MB3. It would be beneficial if candidates used sporting examples relating to the last four to five years.

LO2 – All candidates produced a session plan which demonstrated consideration of many of the key requirements for an effective and safe sporting activity session. The session plan needed to include details of how the session is organised and details of the resources/equipment needed. The amount of prompting given was documented. All candidates produced a risk assessment, including corrective action, and documentation relating to emergency procedures. It is recommended that centres use the session plan and risk assessment forms found in the model assignment as the basis for the evidence for this LO. Centres are reminded that the session plan has to be produced by the individual learner and that the individual learner has to deliver the session. Neither the session plan nor the delivery of the session are to be produced/delivered as part of a group.

LO3 – All candidates demonstrated the application of skills and knowledge in delivering a sports activity session. It is recommended that centres use the witness statement provided within the model assignment and that all assessors adopt this form. However, many centres did not provide witness statements in enough detail for MB3, in particular when assessing how the candidate adapted the session, therefore the evidence provided did not fully match the mark awarded. When providing evidence for how learners could adapt their session additional information could be provided by means of a Q and A session with suitable scenarios recorded on the appropriate section on the witness statement.

LO4 - The majority of candidates were able to evaluate their own performance in detail. Both positive and negative aspects were considered. In order to access MB3 candidates need to include a section on ideas for improvement that are insightful and that address specific aspects of planning and delivery.

Unit R054: Sport and the media

LO1 – All candidates were able to identify the different areas of the media, supported by a limited range of sporting examples. In order to access MB3 candidates need to identify all of the different areas as listed in the specification these need to be supported by a wide range of named sporting examples.

LO2 – Most candidates identified a range of possible positive effects that the media has on sport. In order to access MB2 and MB3 candidates need to include more detail in their description. Candidates also need to explain why the sporting examples they have chosen have a positive effect on the sport.

LO3 – Most candidates identified a range of possible negative effects that the media has on sport. In order to access MB2 and MB3 candidates need to include more detail in their description. Candidates also need to explain why the sporting examples they have chosen have a negative effect on the sport.

LO4 – Most candidates were able to describe a range of aspects of the relationship between sport and the media, supported with mostly relevant examples of their value to one another; and were able to attempt some explanation of the ways in which sport and the media influence each other. The assessment criteria for all mark bands requires some explanation of how sport and the media has changed over time many candidates did not include any information on the changes over time therefore the evidence provided did not fully match the mark awarded. In order to access the top of MB2 and MB3 there needs to be more of a focus on 'before' and 'now'. Often the changes were implied rather than stated.

LO5 – Some candidates evaluated the coverage of a sports story by the media. Some candidates just evaluated the coverage of sport in general by the media. Centers need to refer to the model assignment to ensure that the candidates are providing the correct evidence for this LO as the focus must be on 'a sports story/item', which should be included as evidence. In order to access MB2 and MB3 candidates' evaluation needs to be more detailed and reflect the content of the specification.

Unit R055:- Working in the sports industry

LO1 – All candidates were able to identify the areas of employment within the sports industry supported with examples.

LO2 – All candidates were able to outline/describe the skills and knowledge required for a range of careers and professions within the sports industry.

LO3 – All candidates identified sources of information regarding job vacancies relevant to the sports industry. All candidates researched into a specific job. The CV produced by the candidates needs to relate more specifically to the specific job role they are applying for. All candidates provided evidence that they have prepared for an interview. All candidates provided a personal career plan.

LO4 – All candidates outlined a limited range of economic, social and health impacts the sports industry has on the UK.

Unit R056: Developing knowledge and skills in outdoor activities

LO1 – All candidates were able to define outdoor activities and briefly describe a range of activities. Some candidates need to describe in more detail what the activity actually involves.

LO2 – Many candidates described the general benefits of participating in outdoor activities and the skills which can be developed. Candidates need to use the headings in the specification when looking at the benefits and should focus on these. Also, the focus is on participating in outdoor activities so the descriptions should be related to participating in outdoor activities with appropriate examples not on fitness related benefits. Examples used where possible should relate to actually participating in outdoor activities.

LO3 – All candidates produced a plan for an outdoor activity. Candidates were able to show an understanding of safety considerations. The plan for this LO does not need to be in the form of a formal session plan as many of the sub-headings within the specification have to be addressed and it is difficult to do this in a formal session plan. The evidence for this LO must relate to the content of the specification and is not just a session plan as would be presented for R053 Sports Leadership as the content of the plan for R056 LO3 is completely different as it not really suited to a conventional session plan. As the unit is entitled 'developing knowledge and skills in outdoor activities' it is envisaged that the activity will take place outdoors even in the case of

Archery therefore producing a plan and risk assessment for an indoor environment for Archery does not fulfil the assessment criteria.

LO4 – All candidates participated in at least one outdoor activity. The LO is 'Be able to demonstrate knowledge and skills during outdoor activities' therefore candidates need to participate in more than one activity – usually they take part in two. The evidence for this LO is often in the form of witness statements. It is recommended that there are two witness statements - one for each activity. Centres are reminded that the witness statements need to be detailed, personalised and significantly different for each candidate.

General

Where evidence is provided through a presentation the centre is encouraged to provide a witness statement detailing the learner's response to any questions that have been asked in order to best support the mark awarded. Where witness statements are used as part of the evidence centres must ensure that they are personalised and not generic. Where the power point notes are included centres should ensure that the type size enables reading with ease. Centres are reminded that the evidence produced must be produced solely by the individual learner there is no group work in this qualification.

Centres should ensure that they have a robust internal standardisation process and that all deliverers are assessing to the same standard and that the same level of detailed evidence is produced both in terms of learner work and witness statements. The work submitting should also be in chronological order and annotated according to LO's

Centres are reminded that use of centre devised templates, apart from those provided within the OCR model assignments, is not allowed. For further advice about this please contact the OCR Customer Contact Centre, Tel. 01223 553998.

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