

## **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 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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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## Cambridge National

### Cambridge National in Sport Studies J803 – J813

#### OCR REPORT TO CENTRES

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## R051: Contemporary issues in sport

### General Comments

As is always the case with this unit, there was evidence of a vast range of performance outcomes; with candidates gaining marks from the teens to the low fifties, perhaps a reflection of the nature of the candidature of the qualification.

The frequency of candidates not attempting a question has reduced considerably from the early sittings of this unit, with those not attempting questions now being very much in the minority.

One pleasing element of candidate responses is the increasing use of the technical terminology contained in the specification, an indication of increased centre confidence in the preparation of candidates for assessment in this unit.

Closer attention to the command words in the questions would enable candidates to gain more marks. For example, questions requiring a description should not be answered by using one word answers.

There are still some issues with the extended eight mark question, whereby a lack of developed points and appropriate examples inhibit access to the higher levels marks.

Centres should be encouraged to study the guidance section of the mark scheme as a prompt to the type of candidate comments that may or may not be acceptable in candidate responses.

### Comments on Individual Questions

Question No.

- 1a Whilst there was some evidence of candidates gaining the maximum four marks on offer, there were numerous instances of candidates simply stating a 'lack of facilities' or a 'lack of equipment'.

In questions relating to disability, candidates should be encouraged to include reference to specialist or adapted facilities and equipment. 'Lack of facilities' and 'lack of equipment' were marked as vague and thereby gained no credit. Similarly, any reference to access should include specific detail regarding such aspects as transport, entry, or changing facilities.

- 1b A reasonably well answered question. However, poor exam technique hindered some candidates who did not identify the focus of the question as access, resulting in responses such as 'a lack of time' or 'a lack of money'.

- 2a-d Despite previous questions on governing bodies producing a very low scoring rate, the nature of the four single mark questions in this sitting allowed more candidates access some, if not all, the marks on offer.

- 3a 'Teenagers', as a user group able to attend the 11am exercise class appeared frequently. However, the lack of detail relating to teenagers who were still at school prevented many candidates from gaining a mark for such a comment.

- 3b Many candidates gained the one mark on offer, mainly by offering those in employment as their answer.

- 3c The main problem for many candidates in this question was not taking account of the detail contained in the 3a header regarding the timing of the class at the local gym. The focus of the question was on this specific class, rather than on the centre offering a class at an alternative time. The suggestion of offering free transport was an example of candidates using information not relevant to the question.
- 4 American Football currently has UK clubs, competitions, facilities and media coverage. Therefore, for a number of points on the mark scheme, responses needed to include reference to an increased number of clubs, competitions, facilities and media coverage. Missing this emphasis resulted in a loss of marks for many candidates.
- 5 A generally well answered question, with maximum marks being gained by a substantial percentage of the cohort, who were able to establish the link between a physical activity and social acceptability.
- 6a Whilst many candidates gained the two marks on offer, there were numerous instances of candidates simply repeating the phrases 'works full time' and 'a single parent' in their answers. Repetition of terms or phrases from a question will not be given credit.
- 6b Charity events/fundraising, grants, merchandising and lottery funding proved to be the most frequently cited sources of governing body funding.
- 7 It was generally the case that candidates gained maximum or two marks for this question, with the last two alternatives of 'triumph' and 'struggle' often being mixed up.
- 8/9 A mix of suggestions from the obviously correct responses of 'inclusion' and 'citizenship' to responses that indicated a complete lack of understanding of the subject areas in the questions.
- 10 Being banned, a loss of medals and a loss of reputation were the most frequently visited points on the mark scheme. Those who included a comment relating to the effect of taking performance enhancing drugs on a performer's health did not identify the focus of the question as being on a performer's career not their health.
- 11a Not spotting that the question referred to 'allowing' the use of performance enhancing drugs prevented access to the one mark on offer for a substantial number of candidates.
- 11b A reasonably well answered question, with many candidates able to offer at least two suggestions as to why a governing body should not allow the use of performance enhancing drugs.
- 12 Responses for a) 'once in a generation/every four years', b) 'Olympics' etc and c) 'regular' were credited more frequently than responses to d) an annual event held in different places. 'Wimbledon' was offered correctly by the majority of candidates for e). Candidates should be encouraged to be more specific in responses requiring a named event. 'World Cup' and 'Formula 1' require greater clarification to gain credit.
- 13 There was considerable repetition of the term 'national morale' in candidate responses for the first part of the question, thereby resulting in no mark being awarded. Economic investment does not in the mark scheme simply relate to spectator spending at an event but more the longer term or post event investment.

'Spectators attending the event' was gained by many candidates as a mark for the final part of this question. The average mark for this whole question was one.

- 14 Whilst this was a reasonably well scored question, there were numerous examples of vague responses which lacked detail; most notably with reference to the cost of hosting a major sporting event.
- 15 Candidates should be encouraged to use paragraphs where a question contains differing elements. In this particular question, candidates would benefit from addressing the two elements of performers and spectators separately. Access to high MB2 and MB3 marks can only be gained where candidates develop (the bullet points) their knowledge (the numbered points). Knowledge alone is insufficient to access the higher levels.

## 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. 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 significantly different from one another in order to access all mark bands.

LO3 – All candidates demonstrated effective officiating skills. Centre's 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.

### 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. 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.

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.

LO2 draws upon skills/knowledge and understanding from other units and it is important that the centre assessor indicates where this has been acknowledged in their internal assessment

### **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.

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. Centres 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.

LO2 draws upon skills/knowledge and understanding from other units and it is important that the centre assessor indicates where this has been acknowledged in their internal assessment

### **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 – All candidates outlined a few of the general benefits of participating in outdoor activities. Candidates need to use the headings in the specification when looking at the benefits and should focus on these. All candidates described the skills which can be developed by participating in outdoor activities and related them to specific sporting examples.

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.

LO4 – All candidates participated in outdoor activities. The witness statements provided were very detailed. It is recommended that there is a separate witness statement for each of the activities participated in.

### **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 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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