

# SPORT STUDIES

*Moderators' report*

INCLUDED ON THE  
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in  
**Sport Studies**

**J829**

For first teaching in 2022 | Version 1

**R185-R187 Summer 2023 series**

[ocr.org.uk/cambridgenationals](https://ocr.org.uk/cambridgenationals)



# Contents

Introduction .....3

Online courses .....3

Unit R185 General overview .....4

Comments by task.....4

Task 1 – Key components of performance .....4

Task 2 – Apply practice methods to support improvement in a sporting activity .....5

Task 3 – Organising and planning a sports activity session .....5

Task 4 – Leading a sports activity session.....5

Task 5 – Reviewing your own performance in planning and leading a sports activity session.....6

Unit R186 General overview .....7

Comments by task.....7

Task 1 – Media coverage of sport.....7

Task 2 – Positive effects of the media in sport.....7

Task 3 – Negative effects of the media in sport .....7

Unit R187 General overview .....8

Comments by task.....8

Task 1 – The provision for different types of Outdoor and Adventurous Activities .....8

Task 2 – Understand the equipment, clothing and safety aspects involved when participating in Outdoor and Adventurous Activities .....8

Task 3 – Plan for and be able to demonstrate knowledge and skills during an Outdoor and Adventurous Activity.....9

Task 4 – Evaluate your own performance and understand the value of participating in an Outdoor and Adventurous Activity.....9

**Would you prefer a Word version?**

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Please note, the content for this report is based on candidate work submitted in the June 2023 series and does not include work from the extraordinary autumn submission opportunity. It is possible that not all units are covered within the report, however candidate style work is available for all internally-assessed units on Teach Cambridge and candidate exemplars from the 2023 series will be available from the autumn.

## Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

### Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

### GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

### Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

## Unit R185 General overview

Only templates provided for the Teacher Observation Record, logbook, lesson plan and risk assessment should be used for this assignment.

It is vital that centres read the requirements for each task and that only work applied to the task is included, i.e. only one sport needs to be reviewed in Task 2 and two skills from that sport need to be improved in the action plan.

### Comments by task

#### Task 1 – Key components of performance

The evidence required is a Teacher Observation Record (TOR) for each sport and at least one of logbook, record of participation, awards/certificates, documentary evidence (e.g. results from competition).

When completing the TOR it is advised that a full range of skills and decision making skills from the activity are covered and the quality of how they are performed needs to be commented on.

It is worth noting that, while the minimum requirement is to perform for a school term, the more time students get to demonstrate their skills, the more chance they have to effectively show what they are fully capable of, so this would give them more opportunities to provide evidence.

It is vital that the TOR uses appropriate mark band (MB) words for the mark it is being used to support, i.e. if a top MB3 is to be supported then all MB3 words should be used and if a bottom MB3 is to be supported then it will be a combination of MB2 and MB3 words.

It is vital these rules are followed –

Teacher observation records **must**:

- describe what the teacher observed the student doing
- include how well the activity was completed and the reasons for this evaluation
- include confirmation from the student that they agree with the comments and reasons
- be accompanied by additional evidence as required by the task.

Teacher observation records **must not**:

- be a simple repeat of the grading criteria
- be completed by anyone but the teacher observing the activity and the student completing the activity
- be written by the student for the teacher to sign
- contain just a list of skills
- be used to evidence the achievement of a whole unit or task in isolation.

#### Teacher Observation Records

These **must** include a variety of practical and decision making skills and comment on how well they are performed using key words from the mark band that the mark awarded fits in.

## Task 2 – Apply practice methods to support improvement in a sporting activity

Candidates need to consider the practical and decision making skills for **one** of the activities chosen when reviewing their performance. They then need to exemplify the review when justifying why each skill is a strength or weakness.

**Two** skills from one sport need to be improved in the plan.

The action plan needs to be individualised to the candidate and include a goal that has a SMART target. The drills and practices need to be appropriate and actually work to improve the skill weaknesses in the selected activity.

This individualised plan **must be** undertaken and is not theoretical and a logbook **must be** included as evidence.

### Action plan

The plan **must be** individualised to the candidate and undertaken so a logbook must be present.

## Task 3 – Organising and planning a sports activity session

Producing a plan or risk assessment independently does not guarantee the candidate achieves MB3 overall, and is only one factor when deciding the band, as the quality of information also needs to be taken into account when deciding the overall band placement.

Lesson plans should have a clear aim and the drills should be included that will meet this. They also need to include specific coaching points that could be used and to differentiate drills if required.

It is advised they include corrective actions that they could use to help performers improve so feedback given allows them to make progress towards the lesson aim.

Risk assessments should be appropriate for where they are undertaking their session. For example, if they are inside, the weather is not going to be a risk.

## Task 4 – Leading a sports activity session

The evidence required is a Teacher Observation Record (TOR) for the session and should follow the rules laid out in Task 1.

When completing the TOR it is advised that this includes a full range of leadership skills such as communication, organisation (listed in section 4.2.1 in the specification), and how well they have been performed and not just be a description of the session.

## Task 5 – Reviewing your own performance in planning and leading a sports activity session

In the review candidates need to describe the strengths and weaknesses of the session and not just describe the drills and say what happened.

They should also discuss any adaptations made to the plan during the session and then how they would improve the process for future sessions.

## Unit R186 General overview

It is vital that all work and examples are applied to the sport candidates have chosen from the ones listed in the assignment and the club they have selected. All tasks need to be applied to the sport or club they have chosen and not include extensive examples from other sports.

### Comments by task

#### Task 1 – Media coverage of sport

Candidates should cover the full range of media sources that are under section 1.1 in the specification with examples mainly, if not solely, from the sporting activity chosen.

The examples should explain how they can be used to provide information to their club's spectators and recommendations should be made on the media sources that would most benefit the club they have selected.

#### Application to the live assignment

All examples should be linked to the sporting activity and club chosen from the list provided in the assignment. While examples from other sports can be included to add comparison, these should not be the main focus of any topic.

#### Task 2 – Positive effects of the media in sport

Candidates are advised to cover all aspects as laid out in Topic Area 2 in the specification and apply each to the sporting activity they have selected to discuss.

They need to cover the relationship between the chosen club's sporting activity and the media, how they use each other to promote themselves and increase sponsorship revenue and then how the media can promote the links between the sports club and the health and fitness industry.

This information can then be used to suggest the recommendation as to how the club could raise its profile through the use of the media by using their lottery grant. It should be appropriate to where they feel their selected club could make most improvement and not just be a repeat of the exemplar work if it is not applicable or relevant.

#### Task 3 – Negative effects of the media in sport

Candidates need to make sure that the examples of negative impacts and ethical issues surrounding the use of the media are from and applied to the sport they have selected from the assignment.

They are advised to cover all aspects as laid out in Topic Area 3 in the specification and apply each to the sporting activity they have selected to discuss.

They have to include local and national examples that demonstrates effects on spectators, participants and the sport they have selected.

## Unit R187 General overview

It is vital that all work and examples are applied to the sports listed in the assignment and information on other sports are not required.

Tasks 1 and 2 need to be applied to the **two** sports given and the **one** selected from the approved activity list.

### Approved activity list

The activity selected has to come from the Approved activity list and thus must be performed outside. Indoor versions of activities, i.e. indoor rock climbing, do not meet the criteria.

### Comments by task

#### Task 1 – The provision for different types of Outdoor and Adventurous Activities

Candidates need to make sure a variety of outdoor and adventurous activities that are available both regionally and nationally and **not** international, are explored within the three approved activity areas.

They need to include information on where they can go and what they can do at each of the places they identify.

Simply copying web addresses and copying basic information off the internet, especially without referencing it, does not suffice.

Information on how different organisations offer provision for the three approved activity areas should be included. These are all listed in Topic Area 1.1 of the specification.

#### Task 2 – Understand the equipment, clothing and safety aspects involved when participating in Outdoor and Adventurous Activities

Candidates need to provide information for **all three** sports in the assignment and for them only.

As well as identifying the appropriate equipment and clothing, they **must** give reasons why they are required.

They should also include information on the safety aspects and technology required by each as exemplified in section 2.3 in the specification.

Evidence relating to the impacts of terrain, environment and climate is also required for each of the three approved activity areas and needs to be included.



## Task 3 – Plan for and be able to demonstrate knowledge and skills during an Outdoor and Adventurous Activity

### Applying tasks to live assignment

Only **one** activity needs to be planned for and undertaken for this course.

Plans and risk assessments produced should cover aspects as laid out in area 3.1 of the specification.

While the plan does not have to be for the activity undertaken, it is advised that it is, as the plans of candidates who did not then complete the activity were not generally as detailed.

The evidence required is a Teacher Observation Record (TOR) for the Outdoor and Adventurous Activity and should follow the rules laid out in R181.

When completing the TOR it is advised that this includes a full range of skills such as communication, safe practice and decision making skills (listed in section 3.4 in the specification), and how well they have been performed and not just be a description of what happened during the session.

### Teacher Observation Records

These **must** include a variety of skills listed in 3.4 on the specification and comment on how well they are performed using key words from the mark band that the mark awarded fits in.

## Task 4 – Evaluate your own performance and understand the value of participating in an Outdoor and Adventurous Activity

In the review candidates need to describe the strengths and weaknesses of the performance and not just describe what happened on the day.

They should also discuss how mental, physical and social benefits can encourage participation, and provide reasons why these benefits are of value to an individual.

---

# Supporting you

---

## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

**ExamBuilder** is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**

For more information visit

 **[ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)**

 **[ocr.org.uk](https://ocr.org.uk)**

 **[facebook.com/ocrexams](https://facebook.com/ocrexams)**

 **[twitter.com/ocrexams](https://twitter.com/ocrexams)**

 **[instagram.com/ocrexaminations](https://instagram.com/ocrexaminations)**

 **[linkedin.com/company/ocr](https://linkedin.com/company/ocr)**

 **[youtube.com/ocrexams](https://youtube.com/ocrexams)**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.