



## **Cambridge National**

### **Sport Science**

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

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

## **OCR Report to Centres June 2014**

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.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this report.

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Level 1/2 Cambridge National Award in Sport Science J802

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## R041 Reducing the risk of sports injuries

### General

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A 'levels' mark scheme relates to the final question – Q15. The mark scheme for this final question has a number of criteria separated into levels. Levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the levels' question and this content is also taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 14.

Candidates are reminded that they must check near the end of the examination that they have answered all the questions set. Again in this series, candidates left questions unanswered especially for questions 9 and 11. As in previous series', there was little evidence to suggest that candidates struggled to complete the paper within the time allowed.

Generally, candidates used their knowledge and skills appropriately but on occasions did not address the requirements of some questions – candidates are reminded to read each question carefully to check exactly what the examiner is looking for as an appropriate response.

More candidates seemed well prepared for this examination and were at the appropriate level to be examined in this series. A small minority of candidates were not fully prepared for this examination and subsequently scored few marks.

Question 15 demanded more extended writing from candidates and some wrote giving the appropriate level of detail about the SALTAPS response and also put this into a sporting context. Others wrote too superficially and were unable to access the full range of marks because the quality of their written communication was not appropriate for this level of examination. Some candidates merely wrote out the meaning of the acronym but gave little more information and scored low marks. Centres are advised to continue to give help, advice and writing practice to their candidates.

Centres are advised to refer closely to the requirements of the specification when creating teaching and learning programmes or schemes of work. Once again it might be useful to reiterate that the examples and definitions given in the specification often appear in the mark schemes, so the more familiar candidates are with the contents of the specification, including the vocabulary used, the better prepared they will be for the examination in this unit.

### Comments on individual questions

#### Question 1

Most candidates scored the full three marks available, using a range of different activities that require helmets for protection.

#### Question 2

The successful candidates who scored well described how rules and regulations reduced the risks rather than simply describing the risks. Only the best candidates scored all the marks available, with too many giving only one or two points for this four-mark question.

### **Question 3**

The majority of candidates could identify three safety checks you should complete before carrying out a sports session. Some candidates gave more than three answers; if a specific number of responses are demanded in the question then only that number will be marked; i.e. if three examples are required and four are given in an answer, only the first three will be marked.

### **Question 4**

Candidates often showed a good understanding of outdoor hazards. The question requires a description and some candidates merely gave a list of single words that does not constitute a description. So 'slippery playing surface' is adequate as a description, whereas 'surface' is clearly not.

### **Question 5 a, b and c.**

This question asks candidates to explain how the sitting position, fatigue and lack of confidence can contribute to poor posture. Some lower scoring candidates misread the question and merely described the nature of poor posture rather than how each of these factors contributes. Candidates are reminded to read each question carefully to understand the exact requirements of the question before making their written response.

### **Question 6**

Many candidates scored well by identifying clearly environmental factors when planning a cool down, but a minority of candidates wrote about other factors that are clearly not environmental for example, 'the ability levels of players'.

### **Question 7**

The candidates who answered this question well gave a description of each warm up activity rather than single words. The physical benefits were often recognised well, but the minority of candidates left some of the boxes blank and gave no response to some or all of the activities and benefits. Centres should remind candidates that simply repeating the question will gain no marks, in this question some candidates wrote 'stretching' as a description of stretching – some wrote responses like, 'stretching the hamstrings' or 'dynamic stretching' which was perfectly acceptable.

### **Question 8 a, b and c.**

Most scored well for this question and identified the correct options related to the cool down.

### **Question 9 a and b.**

The two parts of this question related to the warm up proved quite difficult for the majority of candidates. Those that described the benefits of improved focus, for example being able to concentrate more, scored well. High scoring candidates then go on to give a valid example to score the second mark for each benefit, for example for focus – 'going through the penalty kick in your mind'.

### **Question 10 a, b and c.**

Most candidates were able to identify relevant symptoms for each medical condition. The majority of candidates scored the full three marks available.

**Question 11**

This question required an explanation of two differences and this proved to be difficult for many candidates. Some only gave one difference and scored a single mark only. Others had little knowledge of the different forms of diabetes. Centres are urged to spend a little more time on explaining the two types of this medical condition because there seems to be much confusion or ignorance of this increasing medical condition.

**Question 12**

Many candidates scored well for this question and it is comforting to know that many candidates would be able to respond appropriately to someone who might be suffering from an asthma attack. A few candidates seemed confused between the conditions of asthma and epilepsy.

**Question 13 a, b, c, and d.**

Many candidates scored well for this question and those that scored less well did not know the causes of tennis elbow or the treatment of fractures. Some candidates left abrasions unanswered and some misunderstood the term.

**Question 14 a, b and c.**

A well answered question by many candidates who showed a good depth of knowledge of this injury. Some candidates took the injury in its literal sense and are under the impression that shin splints is caused by high impact directly to the shin thus splintering the bone and therefore gave vague examples such as 'football', again probably under the impression of the injury being caused by a kick on the shin.

**Question 15.**

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Those candidates who used short, clear and accurate sentences scored well. The best responses contained some excellent points about each of the key elements of SALTAPS and named the element of the procedure and then developed their answer with some further information and included regular practical examples. As is often the case, the question asks for a sports context, but candidates often did not provide this; those who did had access to the higher marks.

## Centre assessed units

General - Units R042, R043, R044, R045 and R046

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.

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.

Centres are reminded that OCR unit recording sheets must be used for each piece of candidates work submitted for moderation.

## R042 Applying principles of training

LO1 – In most cases candidates were able to describe the principles of training in a sporting context and in some cases the candidates were able to support their work with very good examples from sport, particularly in the components of fitness and the principles of training.

LO2 – Candidates were able to describe how training methods targeted different fitness components and it was very encouraging to see that in many pieces of work the candidates were able to support their descriptions with good examples of methods of training. In most cases this supporting evidence was examples taken from sporting activities. For MB2 and MB3 candidates are asked how training methods can target fitness components both individually and in combination very few candidates were able to do this effectively.

LO3 – In most cases candidates correctly completed different fitness tests on individuals and were able to evaluate the recorded data. MB2 and MB3 require candidates to interpret the tests with reference to normative data. In some cases no normative data was included. MB2 and MB3 also mention reliability and validity and not all candidates included information on these. These should be mentioned after the tests as how the tests were administered could be commented on. The model assignment contains a witness statement and this should be used in conjunction with the evidence provided by the candidate.

LO4 – The majority of candidates were able to design and develop a training programme which included both the principles of training and the methods of training relating to the information gained in LO3. It is important to include the information gained in LO3 as a means of clarifying the aims of the programme. It is recommended that there is an introduction to the programme which includes information as detailed in the specification under 'design a fitness training programme'. The majority of candidates were able to show their understanding of the knowledge gained in LO1 and LO2 and put into practice what they have learned. In most cases the candidates were also able to briefly evaluate the effectiveness of a training programme. In order to access MB3 it needs to be obvious where the principles of training have been incorporated and the evaluation needs to be detailed and include ideas for improvement which are specific and justified. Assessors could complete a witness statement for this task and state what individual support and guidance the candidates were given as stated in the grading band. It is important to note that the training programme should be carried out by the subject it is designed for in order that the programme can be evaluated effectively, thus enabling the candidate to access to MB3.

## **R043 the body's response to physical activity**

LO1 – Candidates were able to locate, identify and describe key components of the musculo-skeletal and cardio-respiratory systems, together with their roles in producing movement and physical activity. Both were supported with a range of examples. Candidates need to comprehensively describe the role of the cardio-respiratory system in physical activity supported by a wide range of examples in order to achieve MB3.

LO2 – Many candidates were able to identify a range of benefits of cardio-respiratory fitness, however, some candidates focused on the signs and symptoms of the illnesses rather than how cardio-respiratory fitness could benefit them. All candidates were able to identify the benefits of muscular strength and endurance and muscular flexibility this was supported with clear and relevant examples.

LO3 and LO4 – the evidence for these LO's asks for the short term and long term effects of exercise on the musculo-skeletal and cardio-respiratory systems to be identified, measured and recorded. All candidates had participated in tests the evidence (results) of which have been used to support the adaptations for both short term and long term effects of exercise.

The marking criteria for both LO's asks for a description of the adaptations recorded this means that the evidence must relate to the results produced so that they will be specific to the activities participated in rather than generic. Candidates have to include a description of the adaptations recorded and an explanation in order to access MB2 and MB3. In LO4 the long term effects are not always applied and activities are not always suitable. Adaptations tend to be researched but not linked to the data/activities candidates have recorded. There is often little evidence of the timescale that has been considered for the long term activities.

LO3 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.



## **R044: Sport psychology**

LO1 – All candidates included a range of definitions of personality and provided information on the different personality types and approaches. Attempts were made to provide an explanation of the links between personality and sport. There needed to be more of a focus on supporting the links with a range of sporting examples and a more in depth description. MB3 asks for comprehensive information on different personality types and approaches. The evidence for this needs to be more substantial than just a list.

LO2 – All candidates defined motivation and described the main theories. These theories were supported with clear and relevant examples of the implications for sport and exercise movement. MB3 asks for a comprehensive description of the main theories ensure that candidates focus on all theories not just NACH and NAF

LO3 – All candidates identified a range of types and reasons for aggression. They described the theories of aggression supported by relevant examples. In order to access MB2 and MB3 candidates need to include a more in depth description of the reasons for aggression and support these with a range of relevant sporting examples.

LO4 – All candidates explained the relationship between arousal and sport performance. They made reference to many theories of arousal/anxiety in relation to performance supported by a range of examples. The majority of candidates included completed anxiety tests; however, it was not always clear what actual testing had taken place. There is a witness statement within the model assignment and it is recommended that this is used as part of the evidence for this LO.

LO5 – All candidates mentioned a range of psychological strategies in relation to enhancing performance. There tended to be limited actual application of sport psychology techniques to enhance sport performance. The emphasis needs to be on the psychological strategies not on how to improve the skill itself. For MB2 and MB3 candidates need to produce a more detailed/comprehensive assessment of the impact on performance using relevant evaluation.

LO5 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.

## R045: Sports Nutrition

LO1 – Candidates were able to identify some of the characteristics of a balanced diet and provide a description of what nutrients are and their role within a healthy balanced diet. MB3 requires candidates to provide a comprehensive description of their role within a healthy balanced diet. They also needed to include more information on the characteristics of a balanced diet (see unit content).

LO2 – The majority of candidates were able to outline the importance of nutrition before, during and after exercise. Candidates were able to identify a range of different activity types and describe dietary requirements. The minority of candidates described the use of dietary supplements. In order to access MB2 and MB3 candidates must show awareness of issues associated with their use, few candidates did this.

LO3 – Candidates provided a definition of malnutrition. Candidates outlined the effects of over-eating, under-eating and dehydration using limited reference to sport participation and performance. MB2 and MB3 require candidates to make some clear reference to sports performance and participation, often the information provided was too generic.

LO4 – All candidates produced a diet plan. All candidates should include details of the performer they are planning the programme for. All candidates should also include the following in their diet plan for each entry, the quantities of each food item, the volumes of water/liquid and the timings of the meals. All candidates provided an evaluation of their diet plan, however, this was brief and often only general improvements were mentioned. In order to access MB3 there needed to be more information on the improvements which need to be specific and justified.

## R046: Technology in Sport

LO1 – Most candidates produced a leaflet that outlined the use of technology to enhance performance, game play and spectatorship in sport. They gave a limited range of examples. In order to achieve MB2 and 3 candidates needed to give more detail that is relevant to sport and increase their range of examples.

LO2 – Candidates were able to identify some possible positive effects of sports technology. Descriptions of these effects tended to be bullet points with little detail. Examples were not always sport related.

LO3 – Negative effects of sports technology were identified, brief descriptions tended to be in bullet point form so lacked any detail .Examples were limited and not always sport related.

LO4 – Most candidates were able to give a basic evaluation of the impact of technology in a chosen sporting area (Hawkeye). They outlined the use of this technology and had minimal discussion of the impacts it had. For most candidates there was little attempt to make an overall judgment, some tried but it was confusing and needed to be laid out clearly Candidates in MB2 had some detail in their descriptions, and they had relevant discussion of the impacts the technology had. Their overall judgment about whether the technology had succeeded in achieving its aims was relevant and acceptable.

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

### General

Where evidence is provided through a presentation centres are 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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