



Cambridge Nationals

Sport Science/Sport Studies

Level 1/2 Cambridge National Award in Sport Science **J802**
Level 1/2 Cambridge National Certificate in Sport Science **J812**
Level 1/2 Cambridge National Award in Sport Studies **J803**
Level 1/2 Cambridge National Certificate in Sport Studies **J813**

OCR Report to Centres

June 2013

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.

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CONTENTS

Cambridge Nationals

Level 1/2 Cambridge National Award in Sport Science J802

Level 1/2 Cambridge National Certificate in Sport Science J812

Level 1/2 Cambridge National Award in Sport Studies J803

Level 1/2 Cambridge National Certificate in Sport Studies J813

OCR REPORT TO CENTRES

Content	Page
Cambridge Nationals in Sport Science (J802 and J812)	1
R041 Reducing the risk of sports injuries	2
R042 Applying principles of training unit	6
R043 The body's response to physical activity	7
R044 Sport psychology	8
R045 Sports nutrition	9
R046 Technology in sport	10
Cambridge Nationals in Sport Studies (J803 and J813)	11
R051 Contemporary issues in sport	12
R052 Developing sports skills	14
R053 Sports leadership	15
R054 Sport and the media unit	16

Cambridge Nationals in Sport Science (J802 and J812)

Level 1/2 Cambridge National Award in Sport Science J802

Level 1/2 Cambridge National Certificate in Sport Science J812

Unit R042: Applying principles of training

Unit R043: The body's response to physical activity

Unit R044: Sport psychology

Unit R045: Sports nutrition

Unit R046: Technology in sport

This is a new qualification designed to meet the requirements of the Wolf report and which will replace the OCR Level 2 National Certificate in Sport once the accreditation period of that qualification ends. The main difference in the qualification to the OCR Nationals is that the moderation can take the form of one of three options; postal, repository and visiting. Also, there are three windows of opportunity to have the work moderated these are the November series, the January series and the June series. This is in contrast to the on-demand model of assessment used by the OCR Nationals. The June 2013 series is the second series in which centres can have candidates' work moderated.

This qualification requires centres to use the Model Assignments provided by OCR. From September 2012 there have been Model Assignments for Units R042; R043 and R044.

From Spring 2013 there have been two Model Assignments for all units. A further Model Assignment for all units will be available from Autumn 2013.

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

R041 Reducing the risk of sports injuries

General Comments

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 of response mark scheme relates to the final question – Q15. The mark scheme for this final question has a number of criteria separated into levels. Level descriptors also include statements related to the quality of written communication. The levels of response scheme also includes indicative content that is expected in this 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.

This examination paper includes a multiple choice question which was answered accurately by most of the candidates.

Candidates are reminded that they must check near the end of the examination that they have answered all the questions set. In this series a minority of candidates left questions unanswered especially for questions 7, 9 and 12. As in the January 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 some had difficulty with distinguishing between physical and psychological, for example in question 1 psychological benefits are asked for and yet many candidates wrote about psychological/mental benefits.

Many candidates were well prepared for this examination and were at the appropriate level to be examined in this session. The minority of candidates did not appear to be fully prepared for this examination and subsequently scored few marks.

The specification content had been covered effectively by most centres with candidates showing appropriate knowledge and understanding in many topic areas.

The 'command' word 'describe' was often used in questions but many candidates used single words which did not give the depth of information required. The command 'explain' demands more detail than 'describe' with candidates expected to give reasons rather than merely characteristics in their responses.

Centres should remind candidates to give examples when requested and to make sure the examples are well linked to their theoretical answer.

Question 15 demanded more extended writing from candidates and some wrote fluently and concisely giving good accounts with appropriate practical examples. Others merely wrote in note form 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.

Centres are advised to refer closely to the requirements of the specification when creating teaching and learning programmes or schemes of work. 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(a) and 1(b)

Most candidates scored well if they interpreted the word 'psychological' properly. Some candidates gave physical benefits and could not therefore score marks. Other candidates gave good answers often related to motivation and concentration. Some candidates in (b) merely repeated what they had written for (a), others related their answer well to the reduction of risk of injury as required by the question.

Question 2

Most candidates recognised what the term RICE stands for and correctly circled the correct answer.

Question 3

Some candidates showed a good understanding of possible environmental factors that cause injury and were able to use practical examples well, for example the 'slipyness' of a pitch that may cause a football player to twist their ankle. Others did not recognise the word environmental or they did not give a relevant practical example and therefore scored few marks.

Question 4

Candidates often showed a good understanding of what should be considered when planning and delivering a warm-up or cool-down. Those who related their answers to individuals or groups scored marks, for example, taking into account the age range of the group or the fitness level of the individual. Some candidates misunderstood the requirements of the question and gave some environmental factors as answers and consequently scored few marks.

Question 5

This question asks candidates to describe and therefore candidates needed to show some developments in their points related to the physical benefits of a cool down. Candidates who gave a list of one word answers were unlikely to score well because of the lack of description. Many however gave good descriptions of the physical benefits for example to help get rid of lactic acid. Some candidates gave motivational or other psychological benefits and scored few marks because the question asks for physical benefits.

Question 6(a) and 6(b)

Most candidates correctly identified symptoms of asthma with the best candidates identifying three required for the full marks. Many candidates were able to give two suitable ways in which a coach could treat a performer suffering an asthma attack.

Question 7(a) and 7(b)

Many candidates could describe two or three causes of poor posture but few could describe four causes effectively. Some candidates simply wrote one word answers such as 'sitting' or 'bending' which do not fulfil the requirement of the question to describe. In 7b some candidates gave two accurate types of sports injuries (listed in the specification). Some candidates left this part of the question unanswered or gave vague answers such as 'pulled muscles' that were not accurate enough to score marks.

Question 8

Most scored well for this question but some misunderstood the term ‘chronic’ – even though ‘overuse injuries’ appeared in the stem of the question. Candidates are reminded to be aware of the meanings of key words and phrases found throughout the specification. Many candidates recognised that tendonitis is often a result of overuse.

Question 9

This question differentiated well with good candidates linking the SALTAPS abbreviation with clear descriptions and were clear and well written, showing that good practise had been carried out in centres to prepare candidates for some extended writing. Others did not fully describe each aspect and some merely wrote what SALTAPS stands for. It is clear that for candidates to score full marks each letter in the abbreviation needed to be addressed and described. Candidates are urged to look at the marks allocated to each question to give them a good idea of how much to write and how many points to make – in this case seven points for seven marks.

Question 10(a) and 10 (b)

Some candidates were confused between diabetes and asthma but most showed a good understanding of the medical condition of diabetes with many recognising the symptoms of Type 1 diabetes.

Question 11

This question required an activity to be named which the vast majority did (mostly football) but some did not and could therefore not have access to the full marks available because the examiner is trying to assess the application of theory to practice. Many candidates answered this well and gave three valid ways in which you may get injured for a specific activity.

Question 12

The candidates who read this question carefully and simply identified the three components (in the specification) scored full marks. A minority of candidates clearly did not recognise these components and many of these gave irrelevant answers.

Question 13

Most candidates wrote a good description of a suitable warm-up along with a good account of the physical benefits of a warm-up. Once again some candidates did not recognise that the word physical negated any points made about psychological benefits. Those that gave a full account of a warm up including pulse raisers, mobility exercises, dynamic movements, stretching exercises and skill rehearsal type activities scored well. Candidates are reminded that the warm up increases the blood flow and the functions of other body systems and it does not cause the heart to beat – hopefully the heart is already beating!

Question 14

A very well answered questions and candidates could mostly identify examples of protective equipment and relate this to specific activities/sports. Some candidates gave the example of shin pads which was in the question and so could not be credited. Others gave the same type of protection for example helmets and then linked them to different sports – these candidates usually only scored a single mark because the question requires examples of different types of protective equipment. Candidates are reminded to read each question carefully to avoid any misunderstanding over the requirements of each question.

Question 15

This question is marked using a levels of response mark scheme and the quality of written communication is taken into consideration. Those candidates who used short, clear sentences that were accurate and contained few spelling errors scored well. The best candidates made some excellent points describing different acute injuries and then went on to link these with good explanations of how these injuries might be treated. A good range of injuries with well-developed explanations scored best. Centres are advised to give candidates plenty of extended writing practise at answering these types of questions. Such a question probably takes about ten to twelve minutes to write and should be responded to carefully to avoid simple spelling and grammatical errors. This question was answered well by the majority of candidates but the minority of candidates simply listed their points and made little effort to link injury with treatment.

R042 Applying principles of training unit

Centres had used the model assignment as required by OCR and it was clear to see that the candidates knew what tasks they had to do for this unit. In most cases candidates responded well to the tasks set.

LO1 – In a most cases candidates were able to describe the principles of training in a sporting context and in some cases the candidates where 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.

LO3 – In most cases candidates correctly completed different fitness tests on individuals and were able to evaluate the recorded data. Centres used witness statements as evidence of this; however, in some cases these were very generic. Witness statements should be for the individual candidates, and should show how well the candidate did and what if any support and guidance the candidate needed for this task.

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. The 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 evaluate the effectiveness of a training programme. 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

R043 The body's response to physical activity

Centres had used the model assignment as required by OCR and it was clear to see that the candidates knew what tasks they had to do for this unit. In most cases candidates responded well to the tasks set.

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 – Candidates were able to identify a range of benefits of cardio-respiratory fitness, muscular strength and endurance and muscular flexibility. This was supported with clear and relevant examples.

LO3 and LO4 – the evidence for these LOs 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. Candidates have 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 LOs 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 activity (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.

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

Centres have used the model assignment as required by OCR.

LO1 – Candidates referenced definitions of personality and provided a personalised explanation of each definition. Candidates provided information on different personality and approaches and provided an explanation of the links between personality and sport supported with a range of examples.

LO2 – 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.

LO3 – Candidates identified a range of types and reasons for aggression. They described the theories of aggression supported by relevant examples.

LO4 – 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.

Candidates included completed anxiety tests. These were accompanied by a witness statement. The witness statement should be comprehensively completed in order to support the mark awarded.

LO5 – Candidates mentioned a range of psychology strategies. It would have been beneficial if these had been applied to the specific needs of the performer. For MB2 and MB3 candidates need to produce a more detailed/comprehensive assessment of the impact on performance using relevant evaluation.

Candidates have drawn upon relevant skills/knowledge/understanding from other unit in the specification

R045 Sports nutrition

The centre has used the model assignment as required by OCR.

LO1 – Candidates were able to identify some of the characteristics of a balanced diet and provide a limited description of what nutrients are and their role within a healthy balanced diet. MB2 and MB3 requires candidates to provide a more detailed description of what nutrients are and their role within a healthy balanced diet and provide a wide range of examples.

LO2 – 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. It is recommended that candidates identify an activity for each of the different activity types mentioned in the specification and outline their dietary requirements. Candidates described the use of dietary supplements, however, few candidates were able to show awareness of issues associated with their use. There is a witness statement in the model assignment for this LO it is recommended that the centres use this as part of their assessment.

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 requires candidates to make some clear reference to sports performance and participation. This LO draws upon skills/knowledge and understanding from other units. The centre assessor has indicated a link on the unit recording sheet.

LO4 – All candidates produced a diet plan. As an introduction to the diet plan candidates need to provide details of the performer that the diet is for, this should follow the information in the specification under 'design a diet plan'. Having done the introduction the candidates then need to design an appropriate diet plan. The diet plan needs to include, for each entry, the quantities of each food item, the volumes of water/liquid and the timings of the meals. The duration of the diet plan needs to be of a suitable length (duration) that the performer will be able to achieve their goals. All candidates provided a brief evaluation of their diet plan. It is recommended that centres adopt the witness statement from the Model Assignment as part of their assessment.

R046 Technology in sport

The centre has used the model assignment as required by OCR.

LO1 – Candidates outlined the use of technology to enhance performance, game play and spectatorship in sport giving a very limited range of examples. In order to access MB2 and MB3 candidates need to provide an in depth description of the use of technology and give a range of specific sporting examples.

LO2 – Candidates were able to identify some possible positive effects of sports technology. They were able to provide very brief descriptions of the positive effects identified and support some of the descriptions with examples. In order to access MB2 and MB3 candidates need to provide an in depth description of the positive effects of sport technology and give a range of specific sporting examples.

This LO draws upon skills/knowledge and understanding from other units the centre. Assessors have indicated links on the unit recording sheet.

LO3 – Candidates were able to identify some possible negative effects of sports technology. They were able to provide very brief descriptions of the positive effects identified and support some of the descriptions with examples. In order to access MB2 and MB3 candidates need to provide an in depth description of the negative effects of sport technology and give a range of specific sporting examples.

.LO4 – All candidates were able to evaluate the impact of technology. There was evidence of the technology being evaluated in terms of factors affecting its use and its impact.

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 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.

Cambridge Nationals in Sport Studies (J803 and J813)

Level 1/2 Cambridge National Award in Sport Studies J803

Level 1/2 Cambridge National Certificate in Sport Studies J813

Unit R052: Developing sports skills

Unit R053: Sports leadership

Unit R054: Sport and the media

Unit R055: Working in the sports industry

Unit R056: Developing knowledge and skills in outdoor activities

This is a new qualification designed to meet the requirements of the Wolf report and which will replace the OCR Level 2 National Certificate in Sport once the accreditation period of that qualification ends. The main difference in the qualification to the OCR Nationals is that the moderation can take the form of one of three options; postal, repository and visiting. Also, there are three windows of opportunity to have the work moderated these are the November series, the January series and the June series. This is in contrast to the on-demand model of assessment used by the OCR Nationals. The June 2013 series is the second series in which centres can have candidates work moderated.

R051 Contemporary issues in sport

General comments

The majority of the candidates gained marks between the mid-thirties to low twenties this series. On the whole candidates appeared better prepared for the examination than in the January 2013 series, with some reasonably strong answers seen within the cohort. In such instances, answers were written in sentences and an attempt made at explanation or development.

Where marks continued to be missed, this was often as a result of a lack of understanding of the question requirements. Candidates often identified the broad topic area in the question and then gave any information on this topic which they could, rather than addressing the specific questions set. There was a tendency for many candidates to use one word answers, consequently lacking the depth and detail required for many of the questions.

Question 1

A reasonably well answered question, with most candidates able to offer at least two correct comments from the mark scheme.

Question 2

As with question one and perhaps because the question dealt with a group that candidates could relate to, at least two marks were gained, generally through points 1 and 4.

Question 3

On the whole, not well answered; with point 6, relating to role models and point 3, relating to the environment the most widely visited concepts from the mark scheme.

Question 4

Whilst the more obvious concepts, relating to the volume of media coverage, role models and the advertising of different sports featured frequently in candidate responses, there was only limited evidence of reference to the other points covered on the mark scheme.

Question 5

A well answered question

Question 6

Virtually all candidates gained the one mark on offer for this question.

Question 7

Point 2 on the mark scheme, relating to spectators being silent during play was frequently referred to. However, a considerable number of candidates simply repeated this point but in an additional activity, in an attempt to gain the second mark available. Many candidates were only able to comment on respect as a reason for observing etiquette, thereby reducing their maximum scoring potential on this question.

Question 8

Knowledge of the various aspects of infrastructure in sport was limited in the vast majority of cases, as was evidenced by the average score on this question being only two marks; with the concepts of competitions and rule making being the most frequently occurring responses.

Question 9

Most candidates were able to access two or more marks on this question.

OCR Report to Centres – June 2013

Question 10

A generally well answered question

Question 11

Perhaps as a result of London hosting the recent Olympics, most candidates were able to offer at least three comments suggesting why a country might want to host a major event. The points most frequently made were the more 'obvious' ones relating to new facilities, improved transport and money coming into the economy.

Question 12

A reasonably well answered question in part a) but less evidence of candidates being able to offer the examples of excellence being promoted through sport for part b).

Question 13

Candidates often did not answer this question effectively, with many citing examples which referred to the performer, rather than other opportunities offered by governing bodies; such as coaching and officiating.

Question 14

- a) The average mark for this question was one mark, gained on the whole through point 1 on the mark scheme.
- b) Reasonably well answered, although a number of candidates offered suggestions which did not relate to media influence.

Question 15

Whilst some candidates were able to offer comments relating to why sports performers might take performance enhancing drugs, there was only rare evidence of the ethical issues involved for such performers.

Centres should be encouraged to carefully consider the assessment criteria contained within the three levels (i.e. MB 1,2,3) and offer candidates strategies to address the differing demands of a question marked by a levels response mark scheme, whereby a correct point from the mark scheme does not necessarily mean a mark is gained.

R052 Developing sports skills

Centres had used the model assignment as required by OCR and it was clear to see that the candidates knew what tasks they had to do for this unit. Candidates responded well to the tasks set.

LO1 and LO2 – The majority of candidates demonstrated the key components of performance in a range of sporting activities. Centres provided detailed witness statements, stating and commenting on the skills/techniques/strategies/compositional ideas that were actually demonstrated by the candidates.

LO3 – All candidates demonstrated effective officiating skills. Centres provided witness statements which were detailed. Score sheets and sheet on the rules were also included.

LO4 – The majority of candidates were able to review their own performance. 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.

R053 Sports leadership

Centres had used the model assignment provided by OCR and it was clear to see that the candidates knew what tasks they had to do for this unit.

LO1 – The majority of candidates described a range of sports leadership roles and related responsibilities and made links between them. Many candidates did not understand the role of the expedition leader. It is recommended that the centres look at the specification with regard to role-related responsibilities and personal qualities which relate to leadership roles and ensure that candidates include the relevant information in their evidence. Candidates have drawn on their experience in Unit R052 as part of the evidence for this LO.

LO2 – The majority of candidates produced session plans which demonstrated consideration of the key requirements for an effective and safe sporting activity session. The amount of prompting given was documented. The first part of the LO 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. The majority of candidates produced a risk assessment, including corrective action, and documentation relating to emergency procedures

LO3 – All candidates demonstrated the application of skills and knowledge in delivering a sports activity session. Detailed witness statements provided evidence to support the marks awarded

LO4 – The majority of candidates were able to evaluate their own performance in detail. Both positive and negative aspects were considered. Ideas for improvement were clear and relevant.

R054 Sport and the media unit

Centres had used the model assignment as required by OCR and it was clear to see that the candidates knew what tasks they had to do for this unit. In most cases candidates responded well to the tasks set.

LO1 – Candidates were able to identify different areas of the media and include a wide range of sporting examples.

LO2 – Candidates provided examples of the effects the media can have on sport and fully explained why the effects of the media were positive using the examples they had chosen. A wide range of possible positive effects clearly supported with relevant examples is required for MB3. This LO 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.

LO3 – Candidates were able to identify some negative effects that media has on sport supported with relevant examples. A wide range of possible negative effects clearly supported with relevant examples is required for MB3.

LO4 – Candidates were able to outline aspects of the relationship between sport and the media. Candidates' approach to the task should focus on how sport and media influence each other and in particular how this has changed over time.

LO5 – In most cases candidates were able to evaluate the coverage of a sports story/item by two different media outlets. Comparisons of the coverage between the different media outlets were made. Candidates approach to the task should focus on aspects which may have influenced the coverage and an overall judgment should be made and justified.

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 the power point notes are included centres should ensure that the type size enables reading with ease.

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