



Cambridge Nationals

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 June 2017

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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 in Sport Studies J803 – J813

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R051: Contemporary issues in sport

General Comments:

The mark range on this unit was from the upper forties to the mid-teens, with the bulk of the candidature falling in the twenties and thirties, as has been the case in recent sittings.

The earlier factual questions on the paper are opportunities for candidates to gain maximum marks, with questions 2b and 4 producing such an outcome in a lot of cases.

There were however also instances where candidates gained either zero or only one mark; most notably; questions 5b (NGB funding initiatives for female golf), 13b (NGB infrastructure for sport).

Unfortunately, examination technique negatively affected the scoring potential of some candidates. Candidates should be encouraged to:

- Study each question carefully to accurately establish the requirements of the question.
- Avoid repeating phrases or words from the question as part of their answer.
- Ensure that the appropriate number of comments are made to correlate with the marks available for the question.
- Try to make points distinct where questions require several to be made, reducing the risk of 'repeats' which will not gain more than the initial mark awarded

Comments on Individual Questions:

1 The vast majority of candidates gained this mark.

2a Many candidates were able to access two marks by referring to a lack of money or transport.

2b Generally well done by many candidates, with a substantial number gaining maximum marks.

3 This question invariably produced either maximum marks or two marks, whereby candidates mixed up the concepts of sporting and social legacy.

4 Whilst a number of candidates gained the two marks on offer, others offered answers that were too general e.g. applauding good play instead of applauding good play by the opposition.

5a The idea of golf being a predominantly male sport and there being a lack of role models produced maximum marks in a number of cases.

5b Unfortunately the vast majority of candidates failed to score on this question. Responses were generally based around how girls could be encouraged to play golf, as opposed to where funding might be derived from for initiatives to encourage girls to take up golf. This was an example of the importance of candidates taking time to identify the correct focus from the question.

6a Point 1 on the mark scheme was accessed frequently. However, the more general ideas of improving strength or allowing performers to train harder were too vague and so were not awarded a mark. The average mark scored for this question was 1.

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6b While many candidates were able to offer a correct reason why continued use of performance enhancing drugs would affect athletics, others went down the route of the effects on the performer and therefore did not address the question.

7 Well answered in general.

8 While a number of candidates gained four marks, others were unable to identify an appropriate factor and relate it to its impact on the popularity of swimming together with a correct description.

9 Reasonably well answered, although a number of responses did not link the lack of opportunity to attend the aerobics class to the fact that the single parent was working.

10 The correct option was usually selected.

11 'Values' questions always appear to trouble candidates, and there appears to be a tendency for some candidates to use a generic set of values and try to fit them to every 'values' question rather than addressing the specific question set.

13 Many candidates gained two marks, with shaking hands and time wasting being the most popular options; however, there still appeared to be confusion between sportsmanship and gamesmanship in some responses.

13a Not well answered on the whole, with the building of facilities and organising competitions often being incorrectly identified.

13b The term 'infrastructure' is not a term that all candidates seemed comfortable with; the result being that a number of candidates would gain three marks for coaching and officiating awards and the organisation of competitions, whilst others really had no idea what infrastructure meant and offered no response or nothing which could be given credit.

14 As stated in the comment relating to question 11, the values cited frequently did not link to the statements on the question paper.

15 The nature of the question allowed candidates to structure their response into the three identified sections of; before, during and after a major sporting event, with the outcome being that Level 2 marks were quite frequently awarded, though relatively few accessed Level 3 in the mark scheme.

Moderated units

General

This qualification requires centres to use the Model Assignments provided by OCR. Since September 2013 there have been two Model Assignments for Units R052; R053; R054; R055 and R056.

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. Centres need to ensure that all centre and candidate details are entered into the appropriate sections at the top of the unit recording sheet. 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.

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 font size enables reading with ease.

Centres are reminded that the evidence produced must be produced solely by the individual learner; there were a number of instances this series where group work had been undertaken and the evidence provided for multiple candidates was the same. This inevitably leads to issues as it is not possible for the moderator to validate the different marks awarded to different candidates for their individual contributions unless the evidence is also individual.

Centres should ensure that they have a robust internal standardisation process and that all deliverers are assessing to the same standard and that the same level of detailed evidence is produced both in terms of learner work and witness statements. The work submitting should also be in a logical running order and annotated according to LOs. Centres are reminded that if the moderator disagrees significantly with the rank order in which they have awarded marks then the work may be returned to the centre for re-assessment.

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.

R052: Developing sports skills

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

LO3 – All candidates demonstrated effective officiating skills. Centres provided witness statements which were detailed. In order to access MB3 there needs to be detail 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. The same comment as above about witness statements also applies to this LO.

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

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

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 teachers as separate entities in addition to the ones currently being chosen. It would be beneficial if candidates used contemporary 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 is 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.

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 and 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 descriptions. 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 and many candidates did not include any information on the changes over time, meaning therefore that 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. Centers need to refer to the model assignment to ensure that the candidates are providing the correct evidence for this LO as the focus must be on 'a sports story/item', which should be included in the evidence. In order to access MB2 and MB3, candidates' evaluation needs to be detailed and reflect the content of the specification, which was not always the case.

R055: Working in the sports industry

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

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

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

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

R056: Developing knowledge and skills in outdoor activities

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

LO2 – Many candidates described the general benefits of participating in outdoor activities and the skills which can be developed. Candidates need to use the headings in the specification when looking at the benefits and should focus on these. Also, the focus is on participating in outdoor activities so the descriptions should be related to participating in outdoor activities with appropriate examples rather than on fitness-related benefits. Examples used where possible should relate to actually participating in outdoor activities.

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

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

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