



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 January 2014

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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 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

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 January 2014 series is the third series in which centres could have learners work moderated.

This qualification requires centres to use the Model Assignments provided by OCR. From September 2013 there have been two Model Assignments for Units R042; R043; R044; R045 and R046

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

R041 Reducing the risk of sports injuries

General

Generally, more learners seemed well prepared for the examination this series and many used their knowledge and skills appropriately. Some had difficulty in recognising the requirements of some questions and learners are reminded to read each question carefully before beginning their response. The 'command' word 'describe' was used in some questions e.g. Q11b, but many learners used only single words which meant that they did not give information at the depth required.

Learners are reminded that they should check near the end of the examination that they have answered all the questions set. Again in this series a minority of learners left questions unanswered especially for questions 11 and 13. As in previous series, there was little evidence to suggest that learners struggled to complete the paper within the time allowed.

Question 15 demanded more extended writing from learners and some wrote giving the appropriate level of detail about the Emergency Action Plan (EAP) and put this into a sporting context. Others 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 the higher levels.

Centres are reminded that a 'levels' mark scheme is used in the marking of the final question in the examination, Q15. The mark scheme for this final question has a number of criteria separated into levels, which include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the responses and this content is also taken into consideration when awarding marks, but examiners make a holistic judgement about the quality of the response. Examiners use ticks to indicate the number of marks given for questions 1 – 14.

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 learners 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, b and c.

For each part of this question, learners are asked to describe the named extrinsic factors that can influence the risk of injury. Some learners misread the question and just described or named the factors alone without linking them to possible injuries. For any question that uses the word 'describe' learners are expected to give more than one or two words to score marks. The better learners recognised equipment, environmental and coaching factors that could influence injury.

Question 2

The successful learners who scored the single mark available went beyond simply re-writing the question and gave an appropriate reason for a risk assessment with many either recognising that risks of injuries are minimised or that an assessment identifies potential risks or hazards.

Question 3 a, b and c.

Many learners struggled with each part of this question and did not explain fully how each psychological factor could contribute to injury in sport. Many explained the definitions of anxiety, aggression and motivation but did not link these to injuries. Learners are reminded that this paper is about reducing injuries in sport and so responses that relate to optimising sports

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performance are not necessarily appropriate; for example, some learners wrote about getting the right amount of arousal to perform well but with no link between arousal levels and injury. The higher scoring learners explained fully to score two marks for each section and giving explanations linked directly to contributions to injuries.

Question 4

Learners often showed a good understanding of poor posture and most scored well by identifying accurately three causes of poor posture.

Question 5

This question asks learners to describe the key components identified. Some learners gave a good description of a pulse raiser but then did not describe each of the remaining key components with mobility being the most poorly answered. Some learners also merely repeated the question by describing stretching as 'stretching' – learners are reminded that they need to show their knowledge and understanding by using their own words as far as possible.

Question 6

Some learners scored well by describing mental rehearsal and giving a good practical example. Some learners were a little side-tracked by linking mental rehearsal with its use in maximising sports performance instead of simply describing what it involves. Better responses described well visualisation and focussing, using a practical example of a skill being performed rather than merely naming a sport.

Question 7

Many learners answered this well and achieved full marks by identifying four specific needs to be taken into consideration when planning a warm up or cool down. A few learners misunderstood the question and wrote descriptions of what constitutes a warm up and cool down.

Question 8

Most scored well for this question giving an appropriate exercise and following this with a good explanation of why a cool down is important. Many recognised that it is the gradual return of body systems to resting rates that is important, because if you simply stop an activity then these systems will return but not gradually. Many recognised the usefulness of the cool down to assist in the removal of waste products such as lactic acid.

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Question 9 a and b.

The two parts of this question requiring learners to identify injury risks were answered very well by the majority of learners showing a good knowledge of the types of injuries associated with contact sports and gymnastics.

Question 10

Most learners were able to identify the injury type, the symptoms and the treatment – some learners did not even attempt this question revealing some gaps in their knowledge of tendonitis as an injury.

Question 11 a and b.

This question required an explanation for two marks and a description of two injuries for the remaining marks. Many learners showed a good understanding of an acute injury and referred to a sudden trauma and pain. The best responses also went on to describe two sorts of injury, often linking it to a practical example to help with their description although this was not a compulsory requirement of the question. Those only able to identify the injury were limited in the marks they could access.

Question 12

Many learners scored well for this question and gave a comprehensive list of injuries and causes. Some lower scoring learners did not give enough examples or repeated themselves, which attracted no further marks.

Question 13

Some learners scored well for this question on diabetes but too often misunderstandings about this medical condition were revealed with some learners assuming that those who are Type 1 diabetic eat too many sweets or that Type 2 is genetically determined.

Question 14

A very well answered question by many learners who showed a good understanding of the symptoms and treatment of the medical conditions listed in the specification – asthma and epilepsy. Some learners did not read the 'stem' of the question carefully enough and wrote about diabetes.

Question 15

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Those learners who used short, clear sentences that were accurate and contained few spelling errors scored well. The best responses made some excellent points about each of the three elements of an emergency action plan. The question asks for a sports context which was often not provided; where it was this enabled access to the higher marks. All parts of the question should be attempted to access all the marks available. The best answers gave a good outline of each element and developed their points using practical examples in the context of a sports activity. These successful responses also gave a short account of the reasons and benefits of an emergency action plan.

R042 Applying principles of training

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

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

LO2 - Learners 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 learners 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 learners correctly completed different fitness tests on individuals and were able to evaluate the recorded data . MB2 and MB3 require learners to interpret the tests with reference to normative data. In some cases no normative data was included. MB2 and MB3 also mentions reliability and validity not all learners referred to these.

LO4 – The majority of learners were able to design and develop a training programme which included both the principles of training and the methods of training. 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 learners 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 learners 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 learners were given as stated in the grading band

R043 The body's response to physical activity

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

LO1 - Learners 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. Learners 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 - Learners 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 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. Learners 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 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 activity (activities) participated in rather than generic. Learners 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 assignments as required by OCR.

LO1 – All learners 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 a list.

LO2 – All learners 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, so centres need to ensure that learners focus on all theories not just NACH and NAF.

LO3 – All learners 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 learners 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 learners 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. Learners included completed anxiety tests. There is a witness statement within the model assignment. It is recommended that this is used as part of the evidence for this LO.

LO5 – All learners mentioned a range of psychology strategies in relation to enhancing performance. The emphasis need to be on the psychological strategies not on how to improve the skill itself. For MB2 and MB3 learners need to produce a more detailed/comprehensive assessment of the impact on performance using relevant evaluation. Learners have drawn upon relevant skills/knowledge/understanding from other unit in the specification.

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

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

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Cambridge National in Sport Studies (J803 and J813)

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

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

R051 Contemporary issues in sport

General comments

There was evidence of a considerable improvement in the performance of learners in this series and it was pleasing to see a number of performances at and around the Level 2 Distinction boundary.

Some areas of the specification, particularly sports initiatives and the role of national governing bodies, remain very challenging for most learners sitting the examination.

In terms of examination technique, there were numerous cases where learners did not seem to have read or understood questions fully, and did not address the question directly as a result. Responses to the extended question (question 15) were generally very encouraging, with marks covering the whole mark range of 0 - 8. Learners at the higher end of the mark range were able to not only demonstrate their knowledge of the concept of a positive legacy following a major sporting event, but were also able to add developed points and appropriate examples.

Comments relating to individual questions

1a Reasons why disabled people may not be able to participate in sport.

A reasonably well answered question, with many learners gaining maximum marks. The main feedback point being that points 1 and 2 on the mark scheme required reference to facilities and equipment appropriate for disabled people, rather than a reference to general facilities and equipment. Point 5 on the mark scheme does not simply relate to having no money, but rather the lack of money to purchase specific equipment or participate in an activity.

1b Barriers and strategies relating to participation in sport for ethnic minority groups.

The most frequently visited point made by learners related to the religious beliefs or restrictions surrounding some ethnic minority groups. Whilst the vast majority of learners were able to offer both a barrier and a strategy for this aspect, a considerable amount of repetition was in evidence, whereby the remaining two barriers also addressed the religious aspect. A lack of focus on the term ethnic groups in the question resulted in frequent reference to barriers created by age, gender, work, time and money.

1c A barrier to people over 50 participating in football.

The risk of injury was correctly answered by the vast majority of the cohort.

1d Effects that the media have on participation.

The focus of the mark scheme is the effect that media coverage has on participation in sport, rather than simply an identification of the role of the media; a route taken by many learners.

2 Factors and examples to explain the impact on the popularity of sport.

Responses dealing with environmental factors were generally well written; most responses dealing with appropriate climatic conditions in terms of terrain such as mountains or snow and the resultant effect of not having access to such conditions to ski or snowboard. However, responses relating to spectatorship and more specifically social acceptability were less well answered. Points dealing with spectatorship often focused on the nature of the crowd rather than a larger or smaller spectator base influencing popularity. Social acceptability appeared to be a concept unfamiliar to many learners whereby either no response was offered, or the response bore little resemblance to the concept in the question.

3 What represents the union of the five continents in the Olympics?

A generally well answered question, although some learners identified the five continents rather than stating that the Olympic rings are symbolic of the five continents.

4 Values associated with the Olympics with examples.

Responses tended to be one of two extremes, with learners being able to identify and exemplify three correct values or not able to identify any of the values. One incorrect value that frequently appeared was 'fair play', which is an example of how respect might be demonstrated in sport rather than one of the named values in the specification.

5 Identify and describe a sports initiative

The vast majority of learners struggled to answer this question. Of those who did access the two marks on offer, the most frequent responses related to 'Sport Relief' or 'Kick It Out'.

6 Examples of sporting behaviour by spectators

Quietness during play was a common answer but was often then repeated with a further example of remaining quiet but in a different sport, which could only be credited with one mark as the same point was being made in both examples.

7 Negative impacts of using performance enhancing drugs

Whilst this question proved to be accessible to many learners, centres should encourage students to offer specific detail when answering such a question. Many responses were quite general in nature and on occasions the lack of detail meant that marks were not gained.

8 Strategies used by the World Anti-Doping Agency to prevent drug use in sport

There was evidence to suggest candidate knowledge of testing for drugs, but only limited evidence demonstrating the sample type used in such tests. Very few learners accessed point 4 on the mark scheme relating to the education initiatives used by WADA.

9 Describe gamesmanship and sportsmanship

Whilst the concept of sportsmanship is widely understood, fewer learners appear to be able to differentiate between gamesmanship and sportsmanship, with two descriptions of sportsmanship frequently being offered. In several instances, both descriptions centred around negative behaviour of players rather than positive behaviour.

10 Sources of funding available to a national governing body

The vast majority of learners were able to offer at least one and in several cases the maximum three correct sources of funding available to a NGB.

11 Promotion of participation in sport by a national governing body

Knowledge of this aspect of the specification was limited across the vast majority of the cohort.

12 Ways in which a national governing body reduces the risk of injury to participants

Other than reference to point 1 on the mark scheme which related to making the rules, few learners appeared to understand the role of a governing body in the reduction of injury. A substantial number of learners simply offered suggestions as to how 'the game' could be made safer by using referees, having medical staff on hand and wearing shin pads without making the governing body's role in this clear.

13 An example of an annual international sporting event in the UK

Of those learners who gained this mark, Wimbledon was the most frequently cited example. However, numerous learners offered either a national event such as the FA Cup or an international event which does not feature on an annual basis, such as the Olympic Games.

14 Disadvantages of hosting an international sports event

On the whole this question was accessible to most learners, with maximum marks being frequently awarded.

15 Positive legacy of a major sports event such as London 2012

It was pleasing to note that several learners were able to offer responses resulting in marks in the highest band. Such responses were able not only to demonstrate their knowledge of the concept in the question but also to offer development and extended understanding of their knowledge, together with appropriate and relevant practical examples. Many learners were able to identify the more obvious points relating to increased participation, the effects of tourism and better transport and in some instances referred to the benefits gained during rather than post events such as London 2012.

R052 Developing sports skills

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

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

LO3 – All learners demonstrated effective officiating skills. Centre's provided witness statements which were detailed. Sheets on the rules were also included.

LO4 - The majority of learners were able to review their own performance. The learners themselves need to provide the majority of the evidence for this LO. For MB2 and MB3 learners need to review their performance in detail they also need to show an understanding of how to measure improvements in detail. Learners 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.

R054 Sport and the media unit

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

LO1 – All learners were able to identify different areas of the media however these needed to be supported by a wide range of sporting examples.

LO2 – Most learners provided a brief description of a range of positive effects that the media has on sport. For MB2 and MB3 learners needed to provide a more detailed description and explanation as to why they are positive and relate/clearly support their description with relevant named sporting examples

This LO draws upon skills/knowledge and understanding from other units. Centres/learners need to reference the linkage with other units.

LO3 - Most learners provided a description of a range of negative effects that the media has on sport. For MB2 and MB3 learners needed to provide a more detailed description and explanation as to why they are negative and relate/clearly support their description with relevant named sporting examples

LO4 – Learners were able to describe aspects of the relationship between sport and the media. For all mark bands learners need to mention how the relationship between sport and the media has changed over time. Very few candidates mentioned this at all.

LO5 – Assessment for this LO asks learners to compare the coverage of a sports story/item by different outlets. The model assignments suggest a minimum of two different media outlets. Learners evaluated the coverage of sport in general by different media outlets they need to choose a sports story/item and focus on this in order to produce evidence for this LO. Copies of the articles used in the evaluation need to be included.

General

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