



## **Cambridge National**

### **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 2016**

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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## R051: Contemporary issues in sport

### General Comments:

The mark range on this unit was from around fifty to the mid to low teens, with the bulk of the candidature falling in the twenties and thirties; there is increasing evidence of more candidates accessing marks in the low forties.

There now appears to be a broader understanding of the requirements of the differing question styles; particularly with reference to question fifteen, which requires a more analytical approach to answering the question.

A number of questions elicited maximum marks for many candidates; for example, questions; 1a (single parent participation in sport), 1b (strategies to address limited opportunities for participation), 8 (detecting performance enhancing drugs).

There were however also numerous instances where candidates gained either zero or only one mark; most notably; questions 4a (impact of lack of media coverage on the popularity of sport), 10 (NGB assistance to a sports club), 13 (NGB development of sporting infrastructure) and 14 (NGB promotion of sport).

Unfortunately, poor 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. For example the focus in question 5 relates to how three identified values could be useful outside of sport. Unfortunately many candidates related their answers to playing in a sports' team, thereby depriving themselves of three marks when the identified values were correct.
- Avoid repeating phrases or words from the question as part of their answer; for example, the use of the term 'she works full time' in question 1.
- Ensure that the appropriate number of comments are made to correlate with the marks available for the question.
- Where a number of points are required, ensure that those given are distinct from one another. Two answers which are very similar or which paraphrase each other are likely to fall within the same mark scheme point.

### Comments on Individual Questions:

- 1(a)** A generally well answered question by many candidates. Those who did not gain maximum marks often repeated phrases from the question as part of their answer, such as; 'she works full time' or 'she has two children'. Repetition of phrases from the question without offering additional information in the answer are not creditworthy.
- 1(b)** Numerous candidates were able to access three correct responses to this question.
- 2** Unfortunately many candidates did not relate their answers to visually impaired people and offered barriers and strategies that related to disabled people, rather than the specific disability of visual impairment, resulting in some cases to a loss of up to six marks.

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- 3** Whilst some candidates gained the two marks on offer, other candidates offered responses such as; 'there is no instructor', 'they might not know how to play the sport' or 'it could be a boring sport', all of which have no credible link to what might be a barrier to participation in an emerging sport.
- 4(a)** The most frequently cited reason as to how a lack of media coverage can affect the popularity of a sport was with reference to a lack of awareness, with only the higher scoring candidates making the link to the fact that this then reduces the number of role models.
- 4(b)** A reasonably well answered question, with many candidates gaining two of the three marks on offer regarding how differing factors might affect the popularity of specific sports.
- 5** It was pleasing to see that candidates, in many instances, had grasped what was meant by a value, a positive move from the early examinations of this specification and were then able to identify appropriate values. However, having been successful in the identification of the barrier, numerous candidates then did not explain how the value could be useful outside of sport and simply linked the values to a team sport, resulting in a loss of three marks.
- 6** The majority of the candidates were able to identify and describe a current sports initiative.
- 7** The majority of candidates were able to correctly identify the correct example of gamesmanship.
- 8** Probably the most consistently maximum scoring question on the exam paper.
- 9(a)** Well answered by many candidates, who were able to identify a one off sporting event.
- 9(b)** Reference to an increase in facilities and an increase in the popularity of a sport were used most frequently in response to the sporting legacy following a one off event. However, there were a substantial number of candidates who missed the fact that the question related to 'after hosting a one off event'. A similar error was made regarding the economic benefits, in that many candidates wrote about shops and restaurants making more money during the event.
- 9(c)** A similar mistake was made by many candidates in that once again their response referred to during an event.
- 10** As has been the case with questions concerning a National Governing Body, there was a clear lack of knowledge relating to the various functions of a governing body. Incorrect answers given often linked to facilities, coaching and advertising.
- 11** Only a small percentage of the candidature gained a mark on this question.
- 12** Generally well answered, with many able to name three annual sporting events in the UK.
- 13/14** Responses to both question 13 and question 14 illustrated a clear lack of understanding of the range of aspects/functions relating to a National Governing Body covered by the specification.

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- 15** Candidates were given the Olympic and Paralympic values in the leader and whilst some were able to illustrate when such values might be seen at major sporting events, others simply described the value, without reference to an event such as the Olympics or Paralympics.

In addition to the values listed in the leader, candidates were required to explain the importance of positive sporting behaviour at major events. Whilst some candidates grasped the relevance of the word explain, others were unable to do more than use the listed values to produce their response.

## **R052: Developing sports skills**

## **R053: Sports leadership**

## **R054: Sport and the media**

## **R055: Working in the sports industry**

## **R056: Developing knowledge and skills in outdoor activities**

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

Centres are reminded that OCR unit recording sheets must be used for each piece of candidates work submitted for moderation. 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 units are delivered by more than one tutor it is important that the centre has a robust internal moderation process so that evidence provided by all learners is of the same depth and quality to meet the appropriate assessment criteria.

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.

### **Unit R052: Developing sports skills**

LO1 and LO2 – The majority of candidates demonstrated the key components of performance in a range of sporting activities. Many centre's 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.

LO3 – All candidates demonstrated effective officiating skills. Centre's provided witness statements which were detailed. In order to access MB3 there needs to be details of the complex situation that the candidates were able to apply the rules and regulations to. Sheets on the rules were often included.

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 they 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.

**Unit 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 teacher as separate entities in addition to the ones currently being chosen.

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.

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.

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

**Unit 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 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 description. 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 many candidates did not include any information on the changes over time therefore the evidence provided did not fully match the mark awarded..



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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. Centres 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'. In order to access MB2 and MB3 candidates evaluation needs to be more detailed and reflect the content of the specification.

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

**Unit R055: Working in the sports industry**

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

LO2 – The majority of candidates were able to describe the skills and knowledge requirements for a range of careers and professions in the sports industry. To achieve MB3 more detail is required and a wider range of examples from all areas of the sports industry. The requirements of the job roles matched against the careers were usually relevant, for MB3 these must be clearly specific.

LO3 – The majority of candidates were able to identify sources of information regarding job vacancies relevant to the sports industry. The majority of 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. The majority of candidates provided evidence that they had prepared for an interview. Some candidates provided a personal career plan however this needs to be more detailed.

LO4 – The majority of candidates outlined a limited range of economic, social and health impacts the sports industry has on the UK. In order to access MB3 there needs to be more detail in the explanation.

**Unit 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 – All candidates outlined a few of the general benefits of participating in outdoor activities. Candidates need to use the headings in the specification when looking at the benefits and should focus on these. All candidates described the skills which can be developed by participating in outdoor activities and related them to specific sporting examples.

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.

LO4 – All candidates participated in outdoor activities. The witness statements provided were very detailed. It is recommended that there is a separate witness statement for each of the activities participated in.

**General**

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 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.

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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.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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