



Cambridge Technicals (2016)

Sport and Physical Activity - Moderated

Level 2 Certificate/Diploma – **05885, 05886, 05889**

Level 3 Certificate/Extended Certificate/Foundation
Diploma/Diploma/Extended Diploma – **05826-05829, 05872**

OCR Report to Centres 2017 - 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#) .

Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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Sport and Physical Activity Level 2 and Level 3

1. Overview:

There are three separate qualifications available at Level 2.

Award = 90 GLH

Certificate = 180 GLH

Diploma = 360 GLH

The Level 2 qualifications have shown a very promising start, with the majority of candidates being successful across all grades. There has not been a big uptake at this level yet, with most centres focusing at L3 with a view to then offering L2 qualifications, but what moderators have seen has generally been to a good standard. There has been successful transfer of good practice from L3 to L2 courses. Centres need to remember to follow the command words and use the guidance provided in the specification.

There are five separate qualifications available at Level 3 and this qualification attracts UCAS points.

Certificate = 180 GLH/ equivalent 1 AS Level.

Extended Certificate = 360 GLH/ equivalent to 1 A Level.

Foundation Diploma = 540 GLH/ equivalent to 1.5 A Levels.

Diploma = 720 GLH/ equivalent to 2 A Levels.

Extended Diploma = 1080 GLH/ equivalent to 3 A Levels.

All five levels of the qualification are now being successfully delivered in centres across the country.

The qualifications are being delivered in a variety of different formats dependent on the size of the qualification. Centres have varied significantly in the way they structure the course in terms of when they teach examined units and how much time that allows for moderated units and which units they have selected in the second year of the course. Most centres continue to successfully use the model assignments provided by OCR but are becoming more proactive in tailoring the methods of assessments to suit their learner's needs. Centres are using the paperwork well too; provide learners with feedback, record assessors decisions and to evidence internal standardisation.

2. General Comments

Level 2

There are no specific unit comments to make at this point in time other than to remind centres to use the guidance in the specification and that if the guidance says 'a range' then this is 3 or more things that the candidate must refer to.

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Level 3

Centres have continued to make good progress with this course, with learners producing some excellent work. Visiting moderators have seen some really innovative and interesting pieces of work across all units, showing that assessors have really come on board with the applied nature of this course, giving learners some valuable experiences for their futures.

It has been encouraging to see that assessors have taken on board any guidance that visiting moderators have given and really followed the action points in their reports, resulting in less adjustments. Assessors have also highlighted that it's been easier the second time round of teaching and that having the opportunity to get feedback and ask questions has really helped them feel confident and motivated. Assessors now seem to be taking more ownership of the units/ course and are really driving it on in their centres which is exciting to see.

Centres have continued to successfully use a range of assessment methods and forms of evidence such as videos of both practical performance and presentations, leaflets, training plans and session plans. Some learners have found apps that they have used to record, edit, and annotate their own video footage for a range of assignments. This has worked very effectively for responding to injuries, practical performance and the fitness testing unit.

Centres are using the guidance provided within the units much more successfully. Paperwork is generally being used more effectively, although some centres need to make better use of the unit recording sheet, for example, the comments being too brief or being too detailed so basically rewriting the witness statement, or leaving boxes blank when not achieved as opposed to putting in a cross.

There are two main areas that centres would benefit from improving up on- internal standardisation and witness statements.

Internal standardisation is an area that a lot of centres could improve on. The paperwork is often in place but the systems generally lack rigour. It often appears that this is done to just tick a box to say standardisation has taken place. At times this has resulted in grades being unclassified due to simple errors of not following the guidance. If internal standardisation had been more rigorous and staff really paid attention to the unit and the guidance, whilst looking at the work, colleagues could spot their own errors and allow learners to amend them before the visiting moderator comes which would save them time/ effort in the long run. The staff member carrying out the internal standardisation needs to ask themselves: has the command word being followed? Has the criteria being met? Has any guidance being followed?

The quality of witness statements varies significantly across centres and across assessors within centres. It can make it very difficult for a visiting moderator to confirm unit grades if witness statements are weak. They take the place of actually observing/ recording the assessment whether that be practical performance, an interview or a presentation. Therefore, they need to be detailed and descriptive to allow the person reading it to know exactly what happened. They are often weak due to being too short, or simply stating what happened and no description, for example saying Shaun led a warm up followed by some drills. It is very difficult to award grades from a statement like this. It should include some reference on what was done, and how effective, safe, engaging, clear it was, and was his communication appropriate, loud enough etc.

Queries and issues have generally been dealt with quickly and VMs have established some good relationships with assessors, facilitating effective and meaningful communication.

3. Comments on Individual Units

Please note that as this is only the second year of delivery of these qualifications, only units where there has been sufficient moderation experience to inform feedback is covered here. There is no feedback on Level 2 units as there has not been sufficient experience to provide meaningful feedback.

Unit 2: Sports coaching and activity leadership

Centres seem to have enjoyed teaching this unit and feedback from learners has been positive. There has been evidence of some really good practice in this unit, with some very detailed session plans, witness statements and some good theory to support it. It has been evident when centres have spent time ensuring learners have a good understanding of the structure of a session, how to coach, and how to adapt sessions according to participants needs as the work learners have produced has been to an excellent standard with some very realistic and appropriate adaptations/suggestions made. When centres may have had less time to devote to this, or have had less opportunity to use examples to support their teaching, learners' session plans and reviews were much more superficial and at times not always realistic.

Centres have struggled with P4 – often just including all the teaching content in the assessment material as opposed to following the assessment criteria. The criteria says – **how** different leadership styles and personalities support different stages of group development – so learners should be discussing autocratic, democratic styles etc... in relation to forming, norming and so on, explaining how that leadership style could support that stage of group development. Learners then need to follow the same process for personality styles – not just to describe all they know about all the teaching content points.

P5 has often been misunderstood. The command word is 'demonstrate' and therefore learners should be practically demonstrating the methods – not writing a description of the methods. However when centres have noticed this they have produced some good evidence in video form and student write ups with results.

P6 onwards learners have done very well with some detailed evidence to support this, in the form of video recordings, witness statements and session plans.

P7 – There has been a big variety of lesson plans seen, with varying degrees of detail. Centres need to make sure learners are producing 6 x 30 minute session plans.

P12 – At times it has not been clear what feedback has been obtained in order to help the learner review the session.

Unit 5: Performance analysis in sport and exercise

This unit has been well delivered and assessed. Centre feedback would suggest both assessors and learners have enjoyed this unit. Some centres have found they have run out of time at the end of the course and so learners have not attempted the distinction task so this is worth considering in the planning of the unit/ course.

Assessors should encourage learners to make sure they are presenting their work effectively, making sure they use titles for their profiles to identify what the profile shows.

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Assessors must make sure they follow the guidance in the unit regarding the scenarios they can use for LO3 and LO4.

Unit 8: Organisation of sports events.

This unit has gone very well with most grades agreed. The events learners have led have varied significantly, working with peers, staff, younger pupils or even other centres.

M4 has been the only criteria which has been a slight stumbling block with centres not following the teaching guidance which states 'learners must undertake at least three roles in at least two different types of sports event.' Some centres have not enabled learners to undertake roles in two different types of events therefore preventing the merit criteria being achieved. To avoid this, centres could plan a smaller practice event in preparation for the bigger 'real' event, or staff could plan an event and learners could take a role. Learners do not have to plan and provide evidence of planning for both events; they just need to undertake roles in two different types of events.

Unit 11: Physical Activity for specific groups.

Centres have completed this unit well overall however some centres need to make sure they follow the guidance more with reference to how many groups need to be covered.

There has been good knowledge shown with regards to provision for groups, well applied to the local area and national campaigns and some excellent detail with regards to the exercise referral process.

Learners have generally been able to describe the barriers to participation for specific groups however some centres have found that when learners have evidenced this through leaflet format, this has resulted in learners only selecting one or two barriers per group and therefore being very brief in their work in order to fit the space available on the leaflet. Centres should consider the format or the instructions given to learners to prevent this happening in future.

Unit 13: Health and fitness testing for sport and exercise

Working with a client and carrying out health screening and fitness testing appears to have been well received by learners and a good range of evidence has been produced, including video footage, photographs, PAR-Qs and results.

Some centres have struggled to know how to evidence D1 and what D1 should actually include. Assessors should really try to think about how this process would work in real life, for example, with a personal trainer in a gym. The client would come to the gym. The PT would discuss with the client what they want to achieve from the gym/physical activity and then the PT would carry out an initial consultation comprising of both health screening and fitness testing. From this they would then put together a training programme, but also outline how they would measure the client's progress – what measures (tests) they would use and when they would retest. It is this latter part that D1 requires the learners to show knowledge of. Learners are not writing a health and fitness training programme for this unit – this is all about the testing aspect of training. What tests would they carry out and why? When would they retest (for example, initial tests, mid-way and at the end depending on the length of time they are working with the client)? This plan needs to include at least three sessions as outlined in the assessment guidance.

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Assessors should also consider providing learners with some training/ guidance on working with a client, especially how to give feedback/results of tests. Video evidence has shown some fairly blunt delivery of results such as skinfold measures. This unit can provide learners with some really good vocational experience which could really boost their confidence and help them gain employment. Assessors could consider role playing this process themselves in order to provide a model example, or mocking up different examples to help learners understand the significance of the quality of the delivery of feedback.

Unit 17: Sports injuries and rehabilitation

Assessors have done a very good job on LO1 and LO2, providing learners with some very good knowledge of the different kind of injuries they may sustain.

D1 has proved to be a very difficult AC. 'Analyse' is a higher order skill and requires some independent reasoning/ pros/cons/discussion. Learners should not just explain the rules of the sport. They will need to refer to rules in order to analyse, but this needs to develop into how they are recognised and legislated. Are they effective? Do they work? Does it depend on the level of the sport? The criteria asks about how measures are recognised and legislated. How are measures acknowledged/enforced/ governed/controlled? Learners could consider the role of an NGB, how rules are enforced (or not), whether they work, how they are implemented, and perhaps involvement of media in legislation if relevant.

P5 is a practical AC – requiring learners to get up and 'respond' to acute sports injuries. Guidance in the teaching assessment contains useful information regarding which injuries need to be covered. This has either been done very well with centres producing some good video and photographic evidence or alternatively it has not been achieved as learners have just written about what they would do for one first aid situation.

Rehabilitation plans for P10 have been quite basic with only one or two exercises at each stage and very quick progression back to sport, for example performing squats for one phase then the next being full sprints. The functional and return to sport phases have been particularly weak in some of the evidence seen this year. Assessors need to ensure they are providing learners with a real understanding of a rehabilitation programme, so not just teaching them the theory of the stages but making sure they understand how this would apply in reality. Using real life examples, whether this is from a documentary describing a footballers recovery, or using class members knowledge of when they had an injury or using videos off the internet regarding exercises learners need to 'see' the application and progression of the theory of this unit. Alternatively the learners could become the 'client' as a teaching exercise and the assessor could carry out a rehabilitation programme on a sprained ankle for them (in fast forward pace) and ask the 'client' to carry out the mobilising exercises, then on to weight bearing etc. When this has been done the rehabilitation plans have become much more realistic and therefore better quality.

Unit 18: Practical skills in sports and physical activities

This unit has been a popular option and has been very successfully assessed with some very good application of the criteria. A variety of sports have been covered with centres generally providing good video evidence. Witness statements have been detailed and provided useful supporting evidence in confirming the criteria credited. Marks have tended to be higher when centres have let learners choose their assessed sports as opposed to making the class do one set sport.

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For future, centres should give some thought to what they are filming before they start and how they will do this. In team sports when there are lots of people involved using numbered bibs would be useful with some information regarding who is wearing which colour/numbered bib. The use of a tripod is also encouraged as it makes the footage a lot steadier and it's also much easier to focus on the ball when turning the camera on a tripod.

Lots of emails have been received regarding D1 and how learners can show creativity or flair in a sport that follows a very technical model, eg swimming, javelin. The definition of flair is 'a special or instinctive aptitude or ability for doing something well' and so in some cases having a 'natural' style of performing can be demonstrating flair, as can experimenting with different techniques, ways of executing skills, or even innovative ways of practising or training, so there should be ways in all activities of showing some flair or creativity.

Unit 19: Sport and exercise psychology

This hasn't been completed by many centres but when it has been taught, it has been a successful unit. There isn't a chapter available in the textbook for this unit however assessors that have taught it have said this hasn't been an issue as they have just used the OCR A Level PE textbook as it is quite similar. The criteria and guidance are quite clear so centres don't seem to have had a problem following it. The only area for improvement is in the application of the knowledge to practical scenarios. Learning outcome 1 – 4 all require specific sporting examples. LO1 requires 2 different forms of sport or exercise and the other 3 Los require specific sporting examples. This isn't always adhered to quite as consistently as it should be and is an area for improvement for centres for future teaching.

4. Sector Update

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so learners can have 2 further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables learners who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

About OCR

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As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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