

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 2014

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.

OCR will not enter into any discussion or correspondence in connection with this report.

© OCR 2014

CONTENTS

Cambridge National

Cambridge National in Sport Studies J803 – J813

OCR REPORT TO CENTRES

Content	Page
Cambridge National in Sport Studies (J803 and J813)	1
R051: Contemporary issues in sport	2
R052: Developing sports skills	6
R053: Sports leadership	7
R054: Sport and the media	8
R055: Working in the sports industry	9

Cambridge National in Sport Studies (J803 and J813)

This qualification requires centres to use the Model Assignments provided by OCR. Since 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 candidates work submitted for moderation.

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.

R051: Contemporary issues in sport

General Comments

There was evidence of continued improvement in the performance of candidates in this latest sitting of Unit R051. Whilst there are still extremely weak candidates entered for this unit, it was pleasing to see a number of candidate performances at around the Distinction 2 boundary and many around the Merit 2 boundary.

There was however still evidence of a lack of knowledge of some areas of the specification; namely the Olympic creed and the role of a governing body.

Questions that require two aspects; such as questions 8 and 9c where candidates were required to both identify and describe often resulted in both the marks on offer not being gained. Similarly, questions such as question 6 where two comments were required within the space available often resulted in only one comment being made.

Responses to the extended question (question 15) were generally very limited in their content. This area of the specification has, on a number of occasions, proved to be challenging to candidates. On this particular occasion it was clearly evident that knowledge and/or understanding of the term infrastructure in relation to a governing body were the stumbling blocks for candidates.

Comments relating to individual questions

1 Barriers to regular participation.

Whilst this was a reasonably well answered question, it was noticeable that some candidates did not give sufficient detail relating to the barrier identified. For example; the word time was used, without any qualification of Paula and Steve having a lack of time.

2 Barrier to unemployed participation in sport

Well answered.

3 Ways to encourage women's participation in sport

A very well answered question by the vast majority of candidates.

4a Barrier to teenage participation in sport

Given that this question related directly to the candidature of the unit in terms of age, it is probably understandable that this question was well answered.

4b

Again, a well answered question with school work, a lack of money and no transport being the favoured responses.

5 Positive and negative effects of media coverage on sport

Points 1 and 2 on the mark scheme relating to increasing the profile of a sport and also increasing its participation rates were the most frequently used in the first part of the question. However, whilst this first part of the question was well answered, the second part relating to a negative effect proved to be more demanding for many candidates. Point 10 was visited the most frequently but unfortunately the impact of this unprofessional conduct on the popularity of sport was omitted from candidate responses.

6 Factors impacting on the popularity of sport

Many candidates failed to appreciate the need to make two comments in each of the three sections; role models, participation and provision, thereby reducing their scoring capacity by 50%, an element of examination technique that Centres are advised to focus on. Of the three areas it was the concept of participation that elicited the weakest responses whereby candidates did not appear able to link how participation rates in an activity can affect its popularity.

7 Identification of an emerging sport

A very well answered question.

8 Identify and describe values learnt through participation in sport

Whilst there was evidence of some very good answers to this question, with a pleasing number of candidates gaining maximum marks, there was also substantial evidence of candidates not able to identify a value and/or not able to describe the values associated with the value. Tolerance and respect was a concept grasped by only a few candidates.

9a Identification of an elite performer caught taking drugs

Very well answered.

9b Reasons why an elite performer takes drugs in sport

The most frequently referenced points in a generally well answered question were; to win (point 1), to improve performance (point 2), pressure from others (point 5) and to aid recovery (point 8).

9c Identify and describe methods for preventing the use of drugs in sport

Responses to this particular question were frequently repetitive, with candidates identifying testing as both methods, with descriptions of either, blood, hair or urine repeating this method. Equally, repetition occurred within the concept of bans, whereby there was the identification of a ban but repetition of bans without any further detail as the description.

9d Impact of taking performance enhancing drugs in sport

Damage to health (point 1) was the most frequently cited impact in this question, although within this point the quality of responses varied from a clear indication of how health might be affected, to responses that simply stated that health would be affected.

A loss of reputation for the sport appeared to be an impact that many candidates were able to refer to.

10a An example of sportsmanship

There was clear evidence that candidates understand the concept of sportsmanship.

10b An example of gamesmanship

Although many candidates understand this area of the specification, the concept of gamesmanship still appears to confuse many candidates, with further examples of sportsmanship frequently cited.

10c An example of spectator etiquette

On the whole, a well answered question.

11 The Olympic creed and participation

The vast majority of candidates appreciated the idea that taking part is more important than winning, but only a handful of candidates were able to make a further comment.

12 Identification and features of two major sports events

Whilst the identification of two major sports events was not too much of a problem for many candidates, the features of these events eluded all but a handful of candidates. It should be noted that several candidates identified both the Olympics and the Paralympics as two different events, thereby repeating themselves and not gaining a further mark.

13 Benefits of a city hosting a major event

Although responses to this question allowed many candidates to gain at least two marks there was also evidence of a lack of detail in some responses e.g. tourism, facilities, morale more money being the brief comments made without any further detail.

14 How a governing body promotes its sport

Whilst point 1, promotion in the media, was frequently used as a response, it was only on very rare occasions that a further comment was made to allow access to the second mark.

15 Role of a national governing body in developing the infrastructure of a sport

This question produced the weakest responses of all the questions on the paper. There was substantial evidence to suggest that other than; developing competitions/tournaments and setting the rules, candidates were unaware of how a governing body might develop its infrastructure.

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 some centres did not provide detailed witness statements, therefore, the evidence provided did not fully match the mark awarded.

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

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 that 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. Not 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.

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.

R054: Sport and the media

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

LO2 – All candidates provided a description of a range of positive effects that the media has on sport and explained why they are positive and related/clearly supported their description with relevant named sporting examples.

LO3 – All candidates provided a description of a range of negative effects that the media has on sport and explained why they are negative and related/clearly supported their description with relevant, not always current, named sporting examples.

LO4 – Candidates were able to describe aspects of the relationship between sport and the media. For all mark bands candidates 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 candidates to compare the coverage of a sports story/item by different outlets. A sports story was chosen by the candidates, however, much of their evaluation was very generic. All of the evidence for this LO should focus on the sports story/item they have chosen to cover. Copies of the articles used in the evaluation need to be included.

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.

R055: Working in the sports industry

LO1 – All candidates needed to focus on the areas of employment within the sports industry. It is recommended that candidates use the categories listed in the learning outcome and identify the areas of employment within those categories.

LO2 – Most candidates produced a good range of careers in the sports industry, but it is recommended that to achieve MB3 a larger range of skills and knowledge of roles be included in the evidence.

LO3 – There was limited evidence of sources of information regarding jobs vacancies often just some relevant websites. Candidates need to provide evidence of specific jobs research and a CV related to those jobs, rather than a generic CV. For the career plan SMART targets should be evident and discussed as stated in the specifications.

LO4 – Evidence could be strengthened by applying a wider content of economic, social and health impacts by referencing all the relevant areas listed in the teaching content of this learning outcome.

LO4 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.

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.

Centres are reminded that use of centre devised templates, apart from those provided within the OCR model assignments, is not allowed.

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

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2014

