

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 2015

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.

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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.

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

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CONTENTS

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Cambridge National in Sport Studies J803 – J813

OCR REPORT TO CENTRES

Content	Page
Cambridge National in Sport Studies (J803 and J813)	4
R051: Contemporary issues in sport	5
R052: Developing sports skills	8
R053: Sports leadership	9
R054: Sport and the media	10
R055: Working in the sports industry	11
R056: Developing knowledge and skills in outdoor activities	12

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 form the front sheet for all work submitted. All of the sections on the unit recording sheets need to be completed.

The majority of centres have used the model assignments for all units. Where they were used, it was clear that the candidates responded well to the tasks set and knew what they had to do..

General

Where evidence is provided as 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 explain the mark awarded. Where witness statements are used as part of the evidence, centres must ensure that they are personalised, and not generic. Centres should also ensure that the witness statements record what the candidate has done, instead of repeating or paraphrasing the marking criteria.

All work should be presented in a logical order and signposted where necessary. Only the final version of the work should be submitted.

Where power-point notes are included, or where the work is handwritten, centres must ensure that the type size/legibility means that the writing can be read with ease. Where work has been photocopied, it is important to ensure that the copy can be read. If this is not the case, the original should be sent.

Once centres receive the email detailing the sample required, work should be sent to the moderator promptly. Centres need to ensure that they send the correct candidates work.

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.

R051: Contemporary issues in sport

General Comments

It is pleasing to note the continued rise in the number of entries for Unit R051- Contemporary Issues in Sport, as centres become more familiar with the Cambridge Nationals in Sport Studies qualification.

Candidates performed reasonably well in some questions, notably question 8, with many candidates able to attempt all parts of the question, perhaps due to its contemporary nature. Q13, relating to the hosting of the Olympic Games, also produced some higher scoring marks, again perhaps linked to the more familiar subject content of the question. However, candidates continue to struggle with questions relating to National Governing Bodies. Simple, basic structural and functional questions elicit some correct responses, but questions requiring application of the various functions tend to cause more difficulties.

Whilst it was pleasing to see the positive comments made by many candidates in relation to question 15, the extended question, there were limitations in the development of the general points contained in the mark scheme. The requirements of a levels-response mark scheme still appear to be unfamiliar to many candidates. Centres are advised to ensure that candidates are fully familiar with the application of the levels-response mark scheme and that there is a clear understanding of the requirements in each level. In the 8-mark extended question, a comment from the indicative content will not gain a mark. Instead, candidates should be encouraged to look at ways in which a piece of knowledge can be applied and developed. Many candidates repeat themselves in the longer question, simply re-wording previous comments, which gains no further credit.

Given the more conceptual nature of some of the topics in R051, centres could perhaps be advised to scrutinise the basis of their entry in terms of candidate age and intellectual maturity.

Comments on Individual Questions

Question No.

- 1 (a) Candidates who addressed the focus in the question, that of being an ethnic minority couple, were able to access the two marks available. Other candidates missed this focus and simply identified generic points such as a lack of transport and childcare as the basis of their answer.
- 1 (b) Candidates who gained marks in part a), went on to do likewise in this question.
- 2 (a) A lack of roles models, point 3, was gained by a considerable number of candidates, as was reference to transport and cost, thereby making this a generally well answered question.
- 2 (b) A straight forward question which produced many maximum scoring responses.
- 3 The one mark available was gained by the majority of the candidates.

- 4 (a) The command word 'explain' should have guided candidates as to the nature of their response. Those who gained the two marks pointed out that more media coverage would have a positive impact on the sport's popularity. However, many candidates simply described the role of the media in presenting tennis, and failed to focus on the idea of explanation.
- 4 (b) The term 'social acceptability' was unfamiliar to almost every candidate, with the result that zero was the mark most frequently awarded.
- 4 (c) Many candidates gained one of the two marks by identifying the inspirational influence of a role model, but then often went on to repeat this point in a slightly different manner in their second comment.
- 5 Point 1, relating to the possibility of playing indoors, was gained by a substantial number of candidates. However, many candidates were not able to use analytical skills to offer reasons as to why Futsal is increasing in popularity. Many responses simply regurgitated the comments made in the question leader.
- 6 (a) Whilst respect was identified as a value by many candidates, there was clear evidence that the concept of a value was not understood by the vast majority of candidates.
- 6 (b) A generally well answered question in terms of identifying an initiative, but less well answered when again a value was required.
- 7 There was a clear differentiation in the marks scored for this question. Once again, if a value could be identified, an accurate example often followed. Unfortunately many responses showed a lack of understanding of what is meant by a value, which thereby resulted in examples not being given and the loss of four marks.
- 8 (a) Well answered
- 8 (b) Well answered
- 8 (c) Point 4, relating to a reduction in support, was referred to most frequently, but many candidates were unable to describe why the reputation of sport could be damaged by drug use.
- 9 Some candidates were able to provide appropriate examples of sporting etiquette and then make the link as to how this is important in behaviour. However, many candidates could do neither of these two things. Some gained only two marks, perhaps indicating that an awareness of the rubric of the question was not understood.
- 10 A reasonably well answered question, with Sponsors, The government, Fundraising, The lottery and Merchandising being the most frequently visited points on the mark scheme.
- 11 When candidates were able to identify an accurate barrier, the link to how money might be spent was generally made and the second available point gained. Unfortunately where the barrier was incorrect, this resulted in an inappropriate initiative/strategy.
- 12 Most candidates were able to correctly identify four or more correct long term benefits.
- 13 Two marks was probably the average score on this question. Many candidates were often on the right lines in their comments but failed to develop the point sufficiently to allow them access to a mark. Others focused on the spectators watching the games rather than the host country.

- 14 There generally appears to be limited understanding of any aspect of a governing body. In this instance the question centred on the naming of a policy, followed by an explanation of the policy impact on the sport. Very few candidates could identify a correct policy, thereby preventing access to the impact of the policy.
- 15 This particular extended question produced a higher mean mark than in some other exam series. However, centres are still advised to study the presentation and format of the mark scheme when offering guidance to candidates. The assessment criteria for each mark band should serve as an indication as to the style of response required. Mark band one (MB1) indicates limited explanation, with most points being descriptive, which is the style of response presented in the vast majority of cases. MB3 will only be gained by: many points being made, points being developed and a clear attempt at explanation.

R052: Developing sports skills

LO1 and LO2 – The majority of candidates described 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 detailed witness statements. Therefore the evidence provided did not fully match the mark awarded. Some centres stated that the candidates had represented their school, county etc. and that they had achieved certificates in some sporting activities. This alone is insufficient evidence to support marks awarded.

LO3 – All candidates demonstrated effective Officiating skills. Where work has been photocopied it is important to ensure that the copy can be read. If this is not the case, then the original should be sent. Centres provided detailed witness statements. In order to access MB3 candidates must provide details of the complex situation in which the candidates were able to apply the rules and regulations. Often, though, marks had been awarded in MB3 without any evidence of this.

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. For MB2 and MB3 candidates need to review their performance in detail, and 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, wherever possible, this demonstration should relate to the sporting activity they are reviewing and should be contained within the practice methods. Some candidates kept log books for LO1 and LO2. This evidence could form the basis for this LO.

Where witness statements are used to confirm candidate performance, they must clearly indicate the evidence/task/assessment criteria requirements that are being assessed, and must accurately reflect the level/competence achieved by the candidate, as well as giving examples of where this could have been done/improved.

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.

LO2 – All candidates produced a session plan which showed they had considered 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 as well as details of the resources/equipment needed. All candidates produced a risk assessment. Some included information relating to emergency procedures. They should all include this information. 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 used in delivering a sports activity session. Some detailed witness statements were provided which quantified the marks awarded. Other witness statements needed to contain more detail. It is recommended that centres use the witness statement provided in the model assignment and that all assessors use this form.

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. These need to be insightful and 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.

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 and also 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 mutual importance. They were also able to attempt some explanation of the ways in which sport and the media influence each other.

Some candidates attempted some explanation of how sport and the media have changed over time. However, the majority of candidates did not mention this. It is recommended that this evidence is included as a separate section at the end of this LO.

LO5 – Some candidates evaluated the coverage of a sports story by the media. However, the majority of candidates did not relate their evaluation to a specific story/item as detailed in the model assignment. Often the information was too generic and not related to any specific media source of the item/story chosen. In order to access MB2 and MB3, candidates' evaluation needs to be more detailed and reflect the content of the specification and the content of the media coverage. There needs to be more content in the discussion about the range of features in the coverage. There needs to be more information on the comparisons of the coverage.

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 – The majority of candidates were able to identify the areas of employment within the sports industry supported with examples. Some used their work placement as a source of relevant evidence for this. Whilst this should be suitable, candidates need to decide whether their work placement provides enough of a range of examples to fully meet the criteria. A few candidates attempted to add to this and gave a wider range of examples.

LO2 – The majority of candidates were able to describe the skill and knowledge requirements for a range of careers and professions in the sports industry. To achieve MB3, more detail is required, as well as 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 – For this LO candidates are required to identify sources of information regarding job vacancies relevant to the sports industry. Few candidates did this. The majority researched a specific job. The CV produced by the candidates needs to relate more directly to the specific job role they are applying for. They should provide evidence that they have prepared for an interview. Some candidates provided a personal career plan. However, this needs to be more detailed. The evidence for this LO needs to reflect the content of the specification more.

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.

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.

R056: Developing knowledge and skills in outdoor activities

LO1 – The majority of candidates were able to define outdoor activities and describe a range of them. Some candidates need to describe in more detail what the activity actually involves. In order to access MB2, candidates must describe the provision of outdoor activities in the UK. In order to access MB3, candidates need to describe a wide range of outdoor activities and describe the provision of outdoor activities in the UK using a wide range of examples.

LO2 – All candidates described the general benefits of participating in outdoor activities. Some gained more marks by describing which skills which can be developed and how. Others needed to provide more detailed description of a wider range of skills.

LO3 – All candidates produced a plan for an outdoor activity. Some plans related to activities outside the UK. However, the unit is about outdoor activities within the UK and so plans about activities outside the UK did not provide candidates with as much information as those within the UK. The majority of candidates were able to show an understanding of safety considerations.

LO4 – Some candidates participated in two outdoor activities. The LO states 'Be able to demonstrate knowledge and skills during outdoor activities'. Therefore the candidates are required to provide evidence of participating in at least two outdoor activities. Only some of the witness statements provided much detail. All witness statements need to be comprehensive in order to demonstrate the candidates' knowledge and skills.

It is recommended that the plan for LO3 is related to one of the activities undertaken in LO4.

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.

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