

## **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 January 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.

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

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## Cambridge National

### Cambridge National in Sport Studies J803 – J813

#### OCR REPORT TO CENTRES

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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 candidates scoring marks in the twenties and thirties.

There now appears to be a broader understanding of the requirements of the differing question styles; particularly with reference to question 15, which requires a different approach to answering the question.

Several questions often resulted in maximum marks being gained; for example questions 1 (teenage participation in sport), 3a, 3b (over sixties playing badminton) and 6 (Olympic values). However, there were also numerous instances where many candidates gained either zero or only one mark; most notably questions 8 (behaviour towards officials), 10 (the whereabouts rule), 13 (NGB support for community sport) and 14 (NGBs and elite level sport).

Poor examination technique negatively affected the scoring potential of some candidates. Candidates should be encouraged to:

- carefully study the question to accurately establish the requirements of the subject area, for example the focus in question 14 is on elite level sport and not on general participation
- avoid repeating phrases or words from the question as part of their answer, for example the use of the term working hours in question 1
- ensure that the appropriate number of comments are made to correlate with the marks available for the question.
- avoid repetition of comments within the same mark scheme point

### Comments on Individual Questions:

1. A generally well answered question, with many candidates gaining maximum marks. However candidates should avoid one word answers such as 'transport', money, facilities.
- 2a The scenario of the question gave many clues as to the nature of potential responses but unfortunately many candidates simply repeated phrases such as; 'she works full time' as their only response relating to working hours or 'they share a car' as a response relating to transport.
- 2b Reasonably well answered by many candidates.
- 3a/  
3b Well answered by the vast majority of candidates
- 4 Many candidates focused on the media, role models and the availability of facilities as their responses.
- 5 Whilst the correct selection of 'shaking hands at the end of a match' was the most common answer, a number of candidates were clearly unaware of the definition of gamesmanship and thereby selected an incorrect response.
- 6 A generally well answered question. Those only gaining half marks tended to mix up courage and inspiration.

- 7a The various alternatives contained within point 1 of the mark scheme were often repeated as answers to the three reasons why professional footballers should adopt good sporting behaviour. Candidates should be advised that where a range of answers are needed, they should make points that are clearly distinct as repetition of the same or very similar points can limit access to marks.
- 7b As with question 7a, there was repetition of very similar answers; most notably with point 2 from the mark scheme, where an answer might contain three comments each relating to being quiet during play, thereby resulting in a loss of two marks.
- 8 Candidates generally struggled with this question, with points 4 and 5 on the mark scheme being the most frequently cited. There was much focus on players, without the link to their behaviour towards officials.
- 9 Candidates at the higher end of the mark range were able to differentiate between the different concepts contained within the mark scheme, with those gaining 3-4 marks on the whole visiting points 1, 2, 7 and 8. As with other questions there was a lot of repetition, on this occasion from point 1 on the mark scheme.
- 10 Very few candidates appeared to be familiar with the exact content of the 'whereabouts rule'.
- 11 Whilst there was some evidence of sound understanding of positive legacies of hosting a major sporting event, there was also a lack of understanding of whether the legacy was sporting, social or economic, with a number of candidates identifying a correct legacy but placing it in the wrong category.
- 12 A generally well answered question, with many candidates gaining four or more marks, the most popular responses referring to; facilities not being used after the event, tourism decreasing, job losses after the event and the city encountering debt after the event.
- Unfortunately a number of candidates focused their answer on the country, rather than the city, which limited their access to marks.
- 13 Questions on NGBs still appear to mystify candidates and most found this one hard to access. Many cannot appear to see beyond the general function of a governing body and struggle to articulate the various roles of governing bodies and how they might assist sport at a variety of levels.
- 14 Following on from the comments relating to question 13; candidates did not focus on the role of a NGB with regards to elite performers. There was much reference to the provision of facilities, coaches and funding but very little by way of an emphasis on high level facilities and coaching.
- As noted previously in this report, this question also illustrated the impact of many candidates not identifying the exact requirements and focus of the question.
- 15 Many pleasing level 2 and level 3 responses were seen this series. There is perhaps now a greater understanding that the longer response question demands that candidates offer more than basic knowledge. Credit will be available for the development and exemplification of a knowledge point made from the mark scheme. Candidates should be encouraged to follow this route as frequently as possible.

## Moderated Units

**Unit R052: Developing sports skills**

**Unit R053: Sports leadership**

**Unit R054: Sport and the media**

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

**Unit 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 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.

### **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 centres' provided detailed witness statements, stating and commenting on the skills/techniques/strategies/compositional ideas that were actually demonstrated by the candidates. However some 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 a 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.

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 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 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.

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.

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