

Cambridge National

Sport Science

Level 1/2 Cambridge National Award in Sport Science **J802**

Level 1/2 Cambridge National Certificate in Sport Science **J812**

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.

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

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CONTENTS

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OCR REPORT TO CENTRES

Content	Page
R041 Reducing the risk of sports injuries	4
R042: Applying principles of training	7
R043: The body's response to physical activity	7
R044: Sport psychology	7
R045: Sports nutrition	7
R046: Technology in sport	7

R041 Reducing the risk of sports injuries

General

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A 'levels' mark scheme' relates to the final question – Q15. The mark scheme for this final question has a number of criteria separated into levels. Levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the levels' question and this content is taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 14.

Generally, many candidates showed that they had been prepared well for the examination but too many candidates are leaving many questions unanswered especially those that require the application of knowledge, for example question 8 that requires an explanation of a risk assessment or to apply safety checks before coaching Netball in question 7.

Question 15, as in previous examination series demanded more extended writing from candidates and some explained the mental benefits of a warm up well but too many misunderstood or misread the question and wrote about physiological rather than psychological benefits. The poor standard of literacy for some candidates was once again noted by examiners. Centres and their candidates are reminded that spelling and the quality of their expression are taken into account when awarding marks for this question. Centres are again advised to continue to give help, advice and writing practice to their candidates.

Comments on individual questions

Question 1

Most candidates scored the single mark available, although a minority misread the question and were looking for a benefit and a small number did not answer this multi-choice question.

Question 2

Most candidates did poorly on this question for two main reasons: a) Many candidates struggle to differentiate between 'dynamic movement' and 'mobility' exercises. centres are reminded to check the content of the specification for further guidance on the interpretation of these exercises. Because candidates learn about static and dynamic stretches, they often write lunges etc. for dynamic movements, scoring few marks. Many failed to gain marks on skill rehearsal by writing 'passing/shooting/dribbling practice' without putting their examples into context by naming specific sports.

Question 3

Many candidates gave some excellent descriptions of stretches having identified each. Others did not identify the stretch as required by the question or did not fully describe the stretch, for example 'touch your toes' is not a full description of a hamstring stretch.

Question 4

Many candidates scored fewer than the maximum marks available with a significant number of candidates scoring zero for this question. Candidates tend to find this part of the specification difficult but those that score well have obviously explored bank injuries / conditions and have seen images of these conditions. Scoliosis was often correctly identified for the last image but the other two images were rarely identified correctly.

Question 5

Some candidates scored well on this question and could identify clearly three different factors that can affect posture, with the most common being standing and sitting positions as well as fatigue and footwear. The better candidates then gave a clear explanation of how each factor might lead to poor posture. Weaker candidates were unclear about the factor and simply put 'standing' or 'sitting' rather than the position and therefore scored fewer marks.

Question 6 a and b

Many candidates scored well for 6a and could identify two sports in which a helmet is worn. Some candidates confuse helmet with 'headgear'. Rugby scrum caps and boxing headgear are not classified as helmets and therefore did not attract marks. Helmets are normally associated with a hard outer covering such as those worn by hockey goalkeepers and cyclists. 6b was answered correctly by the vast majority of candidates - many of whom wrote football.

Question 7

Many candidates scored well and gave a description of three different safety checks before coaching a netball session. Those that scored low marks tended to repeat equipment checks did not give separate points. The fact that this was a fairly high scoring question suggests that centres are covering safety well both for theory and practical lessons.

Question 8

This question was generally answered poorly. Candidates wrote made lots of generic points about 'making it safer for everyone', but without being specific enough to score marks. Many also tended to repeat the question talking about 'a risk assessment identifies risks' etc., and missed out on marks as a result.

Question 9 a and b

In 9 a. many gave two good examples of a chronic injury but others confuse chronic with acute and gave examples such as breaking a leg. Many identified tennis elbow but if they also gave golfer's elbow they did not gain a further mark. Candidates should give clearly different examples to score more marks.

In 9 b. many candidates gave good answers, getting the points about overuse and over time. Some again confused acute and chronic but students have got much better at getting this right compared to previous papers.

Question 10

This series of true and false questions was answered generally well with many scoring full marks. A minority of candidates showed a lack of understanding of shin splints and some candidates left this whole series of questions unanswered. Centres are urged to include a range of different question types in internal assessment activities so that candidates have experience of true/false, multi-choice and extended answer questions.

Question 11

This question was answered poorly by many candidates. The outline given by many was about injuries that are not associated with children. The specification names two types of injuries and these are the ones that candidates should be aware of and be able to describe them. A small minority of candidates gave a good description as an outline to the two injuries/conditions. A large number of candidates are unable to spell correctly the injuries concerned but examiners gave marks to those that showed a phonetic similarity to the correct technical term. Centres should ensure that candidates are able to spell correctly the technical terms that are identified in the specification.

Question 12

Many candidates could describe how massage can help the response to injuries and many also recognised the importance of bandaging, but taping was less well understood with some candidates misreading taping for tapping which often led to a description of gently knocking the injury to see the level of pain that can be endured - an incorrect, possibly dangerous and certainly uncomfortable type of response.

Question 13a and b

For 13 a. few got the marks available because their sporting examples were too generic, and rarely named specific sports. They were usually either 'concussion in a football game', for which the context was too vague, or the context was detailed e.g. 'clash of heads causing concussion' without naming a sport. Once more, poor exam technique on giving practical examples is often poor. For 13 b most candidates got the idea of how a coach would refer to a medical professional.

Question 14

A well-answered question, with many candidates showing a good understanding of the symptoms and treatment of asthma and epilepsy. This year has shown that candidates have a much better understanding than candidates from previous series. Some candidates described the recovery position as a treatment for epilepsy but did not gain marks as they did not specify that this should be done after the fit and is potentially very dangerous during an epileptic seizure.

Question 15

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. The level of written communication was generally better this year, although some candidates remain unable to fluently and accurately express themselves on paper. Otherwise, this question was answered well if the candidate understood that the question required an explanation related to psychological rather than physiological benefits. A significant minority of candidates scored zero marks because they wrote about the physical activities associated with the warm up rather than the mental benefits. Those that followed the requirements of the question scored particularly well this year with some candidates having an in-depth understanding of the mental benefits as well as how these benefits might reduce the risk of injury in physical activities. A few candidates answered the first part of the question but then did little in response to the second part of the question on linking benefits to reducing the risk of injury. Candidates are reminded that they must answer all parts of a question to be able to access all the marks available.

R042: Applying principles of training
R043: The body's response to physical activity
R044: Sport psychology
R045: Sports nutrition
R046: Technology in sport

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

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.

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. Centres are reminded that OCR unit recording sheets must be used for each piece of candidates work submitted for moderation. Centres need to ensure that all centre and candidate details are entered into the appropriate sections at the top of the unit recording sheet. 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.

Unit R042: Applying principles of training unit

LO1 - In a most cases candidates were able to describe the principles of training in a sporting context and in some cases the candidates were able to support their work with very good examples from sport, particularly in the components of fitness and the principles of training.

LO2 - Candidates were able to describe how training methods targeted different fitness components and it was very encouraging to see that in many pieces of work the candidates were able to support their descriptions with good examples of methods of training. In some cases the descriptions of the training methods needed to contain more detail. For MB2 and MB3 candidates are asked how training methods can target fitness components both individually and in combination very few candidates were able to do this effectively. This could be evidenced by means of a section at the end of the LO detailing 'in combination'.

LO3 - In most cases candidates correctly completed different fitness tests on individuals and were able to evaluate the recorded data. MB2 and MB3 require candidates to interpret the tests with reference to normative data. In some cases no normative data was included. MB2 and MB3 also mentions reliability and validity not all candidates included information on these. These should be mentioned after the tests as how the tests were administered could be commented on. The model assignment contains a witness statement this should be used in conjunction with the evidence provided by the candidate.

LO4 – The majority of candidates were able to design and develop a training programme which included both the principles of training and the methods of training relating to the information gained in LO3. It is important to include the information gained in LO3 as a means of clarifying the aims of the programme. It is recommended that there is an introduction to the programme which includes information as detailed in the specification under 'design a fitness training programme'. The majority of candidates were able to show their understanding of the knowledge gained in LO1 and LO2 and put into practice what they have learned.

In most cases the candidates were also able to briefly evaluate the effectiveness of a training programme. In order to access MB3 it needs to be obvious where the principles of training have been incorporated and the evaluations needs to be more detailed to include ideas for improvement which are specific and justified. Assessors could complete a witness statement for this task and state what individual support and guidance the candidates were given as stated in the grading band. It is important to note that the training programme should be carried out by the subject it is designed for in order that the programme can be evaluated thus enabling the candidate to access to MB3

Unit R043: The body's response to physical activity

LO1 - Candidates were able to locate, identify and describe key components of the musculo-skeletal and cardio-respiratory systems, together with their roles in producing movement and physical activity. Both were supported with a range of examples. Candidates need to comprehensively describe the role of the cardio-respiratory system in physical activity supported by a wide range of examples in order to achieve MB3

LO2 – Many candidates were able to identify a range of benefits of cardio-respiratory fitness, however, some candidates focused on the signs and symptoms of the illnesses rather than how cardio-respiratory fitness could benefit them. All candidates were able to identify the benefits of muscular strength and endurance and muscular flexibility this was supported with clear and relevant examples.

LO3 and LO4 – the evidence for these LO's asks for the short term and long term effects of exercise on the musculo-skeletal and cardio-respiratory systems to be identified, measured and recorded. Not all candidates had participated in tests therefore they were not able to provide the evidence (results) on which they could base their evidence to support the adaptations for both short term and long term effects of exercise.

The marking criteria for both LO's asks for a description of the adaptations recorded this means that the evidence must relate to the results produced so that they will be specific to the activity (activities) participated in rather than generic. Candidates have to include a description of the adaptations recorded and an explanation in order to access MB2 and MB3. In LO4 the long term effects are not always applied. Adaptations tend to be researched but not linked to the data/activities candidates have recorded. There is often little evidence of the timescale that has been considered for the long term activities.

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.

Unit R044: Sport psychology

LO1 – All candidates included a range of definitions of personality and provided information on the different personality types and approaches. Attempts were made to provide an explanation of the links between personality and sport. There needed to be more of a focus on supporting the links with a range of sporting examples and a more indepth description.

LO2 – All candidates defined motivation and described the main theories. These theories were supported with clear and relevant examples of the implications for sport and exercise movement.

LO3 – All candidates identified a range of types and reasons for aggression. They described the theories of aggression supported by relevant examples. In order to access MB2 and MB3 candidates need to include a more indepth description of the reasons for aggression and support these with a range of relevant sporting examples.

LO4 – All candidates explained the relationship between arousal and sport performance. They made reference to many theories of arousal/anxiety in relation to performance and supported the theories with a range of examples. All candidates had completed two anxiety tests and interpreted the results. There is a witness statement within the model assignment. It is recommended that this is used as part of the evidence for this LO

LO5 – All candidates mentioned a range of psychology strategies in relation to enhancing performance and applied them to a selected performer. It is recommended that the candidates refer to their performer, where appropriate, within the strategies when they are initially described. For MB2 and MB3 candidates need to produce a more detailed/comprehensive assessment of the impact on performance using relevant evaluation.

LO5 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 R045: Sports nutrition

LO1 – The majority of candidates were able to briefly describe most of the characteristics of a balanced diet, as well as describing in detail what nutrients are and their role within a healthy balanced diet giving a range of examples. The focus for this LO should be on generic information on what constitutes a balanced diet and then, where appropriate, applied to a sporting context.

LO2 – The majority of candidates were able to briefly describe the importance of nutrition before, during and after exercise, as well as identifying a range of different activity types and describe dietary requirements for these, as well as briefly describe the use of dietary supplements with limited awareness to why they are used in sport.

LO3 – The majority of candidates were able to define malnutrition accurately as well as outlining the effects of over-eating, under-eating and dehydration with limited reference to sports performance and participation.

LO4 – The majority of candidates were able to develop a diet plan, which incorporated many of the specific needs and requirements identified in the aims, as well as provide an evaluation, which reflected on many aspects of the design and completion of the diet plan. It is recommended that in order to access the top of MB2 and MB3 candidates produce a four week diet plan in order to ensure that the diet plan is of a suitable length to achieve the goals set.

General

Where evidence is provided through a presentation centres are 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.

Unit R046: Technology in sport

LO1 - Candidates described the use of technology to enhance performance, game play and spectatorship in sport giving a range of examples.

LO2 - Candidates were able to identify possible positive effects of sports technology. Descriptions of these effects tended to be limited and not always linked to positive effects. In order to access MB2 and MB3 candidates need to provide a more detailed description using more of the sub-headings in the specification.

LO3 - Candidates were able to identify possible negative effects of sports technology. In order to access MB2 and MB3 candidates need to provide a more detailed description using more of the sub-headings in the specification.

LO4 – All candidates were able to provide detailed evaluations in varying degrees, of the impact of technology in a chosen sporting area. Attempts to make an overall judgement were limited for most candidates; those that were able to do this, did so with some plausible justifications.

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

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

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