

## **Cambridge Technicals**

### **Sport and Physical Activity**

Level 3 Cambridge Technical Certificate/Extended Certificate/Foundation  
Diploma/Diploma/Extended Diploma - **05826-05829, 05872 (2016 suite)**

## **OCR Report to Centres September 2016 – August 2017**

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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# Cambridge Technical in Sport and Physical Activity Level 3

## 1 Overview:

### OCR Cambridge Technical Sport & Physical Activity Level 3

This qualification attracts UCAS points.

At this level there are five separate qualifications:

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.

The first four levels of the qualification have been delivered by centres in 2016-17 with many centres hoping to deliver the Extended Diploma soon.

The qualifications are being delivered in a variety of different formats dependent on the size of the qualification. Centres have varied in the order of units being delivered based on staffing preference, availability of resources and the nature of the units selected, for example, Organisation of Sports Events has mainly been scheduled for spring/ summer term due to better weather. Most centres have successfully used the model assignments provided by OCR as their starting point and are looking to tweak them for the next assessment period to make the scenarios specific to their organisation or area.

## 2 General Comments

Centres have made a great start to this new qualification in terms of processes, paperwork and ideas however many centres have had marks adjusted due to misunderstandings of the specification or missing content, e.g. when guidance says to include 6 sessions some centres have only included 4. However centres have been very positive and receptive to guidance given and second moderation visits showed much improvement. Where centres have transferred from the 2012 qualification most marks were agreed due to centres already being familiar with general standards and guidance.

Centres have successfully used a range of assessment methods and forms of evidence such as videos of both practical performance and presentations, leaflets, training plans and session plans. Many centres have chosen to use the OCR generic witness statement, with varying degrees of success, some completing it in great detail but other instances of it being too brief. Suggestions have been made to centres about how to modify this witness statement or to generate their own that are more specific to the criteria therefore being more useful and easier to complete at the time of assessment. As the template is generic, it is not tailored to the specific evidence requirements of individual units and as such there is an onus on centres to ensure that they complete it in a way which captures the necessary information in appropriate detail.

Centres appear to have enjoyed teaching the units and to have found them quite applied in nature which has enabled a more varied and engaging teaching environment. New centres have been keen to learn and develop their teaching and assessment methods with lots of assessors discussing great ideas for next year. Some centres have required more guidance and have either emailed OCR directly and gained an email reply or they have contacted their VM, which again has resulted in a quick reply. Queries and issues have generally been dealt with quickly and VMs have established some good relationships with assessors, facilitating effective and meaningful communication.

Centres have generally used the unit recording sheet correctly with some detailed feedback to learners. The level of annotation present on work has varied significantly across centres. Centres need to make sure that work is annotated with the grading criteria that are being awarded, for example marking P1 on the leaflet where the assessor thinks that it has been achieved. This is also helpful for internal standardisation. A process for internal standardisation has generally been present in centres, but this is an area which most centres could improve on. Centres would benefit from using the IS paperwork provided in the Internal Standardisation Generic Guide under Key Documents on the OCR Cambridge Technicals webpage.

### 3 Comments on Individual Units

Please note that as this has been the first year of delivery of these qualifications, only units where there has been sufficient moderation experience to inform feedback is covered here.

#### 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 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 schools.

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 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.

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 ask 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 awarded. 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.

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, e.g. 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 practicing or training, so there should be ways in all activities of showing some flair or creativity.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Skills and Employment**

Telephone: 02476 851509

Fax: 02476 421944

Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://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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