

## **Cambridge Technicals**

### **Sport**

Level 2 Cambridge Technical Certificate/Extended Certificate/Diploma in Sport - **05400, 05402, 05405**

Level 3 Cambridge Technical Certificate/Introductory Diploma/Subsidiary Diploma/Diploma/Extended Diploma - **05407, 05409, 05412, 05415, 05418**

## **OCR Report to Centres September 2013 – August 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 Technicals**

Level 2 Cambridge Technical Certificate/Extended Certificate/Diploma in Sport - **05400, 05402, 05405**

Level 3 Cambridge Technical Certificate/Introductory Diploma/Subsidiary Diploma/Diploma/Extended Diploma - **05407, 05409, 05412, 05415, 05418**

### **OCR REPORT TO CENTRES**

<b>Content</b>	<b>Page</b>
Cambridge Technicals in Sport Level 2 and Level 3	1

# Cambridge Technicals in Sport Level 2 and Level 3

## 1 The qualifications and standards

### · Structure and content

#### Centre Assessment:

#### Level 2 and Level 3

Many centres have been able to assess the work to the required standard, however, a number of centres have had units withdrawn on first submission due to there being insufficient evidence to quantify the grades awarded. The majority of centre reports have contained detailed action points.

Learners have produced evidence by a variety of methods. This includes: written work, reports, posters, video footage, witness statements, photographs, tables, templates used for practical lesson plans, annotated diagrams, leaflets, questionnaires, cards and booklets (these have been used for Level 3 Unit 26 Work experience in sport).

Many centres use witness statements particularly for the practical units. Centres need to ensure that all witness statements are personalised.

In most centres care has been taken when using the internet. Measures are taken to ensure candidates do not download information and present it as their own. However, this is an ongoing problem and centres need to be particularly vigilant to ensure that candidates work is their own and that it is comprehensively referenced.

#### Generic feedback:

In a minority of cases centre assessors did not match the learner evidence to the assessment criteria when assessing. This meant that the OCR Visiting Moderator found some evidence had been graded too leniently by assessors. Care should be taken to ensure that the learning outcomes and assessment criteria are met when assessing evidence.

#### Level 2 units

Unit 1 – Practical Sport: P3 and P4 some centres have marked too leniently. Centres must refer to the teaching content and delivery guidance. LO4:P7, P8, P9 some centres have produced checklists, these have been used with limited effect as often the learners have not reviewed the performance in enough depth.

Unit 2 – Anatomy and Physiology for Sport: M1 Asks learners to locate joints and muscles used in a range of sporting actions. Learners descriptions need to be linked to diagrams to show location. Some learners only had upper body examples, for D1 where there must be complete sporting action.

#### Unit 3 – Fitness Testing and Training

LO1: Learners need to make stronger links between components of fitness and the requirements of their chosen sport, using specific examples.

#### Unit 4 – Nutrition for Sports Performance

LO1: Learners need to be more specific with the nutritional requirements as the information given tends to be just general.

LO2: Learners need to include the following in their food diaries: times, amounts or types of food.

### **Level 3 units**

The majority of centres have focused on delivering the mandatory units during the first year. The following details some key points for centres to take into consideration:

#### **Unit 1 – Principles of Anatomy and Physiology in Sport:**

P1 requires learners to describe the structure and function of the skeletal system. Often learners did not describe the structure, they only provided an outline of the skeleton with the bones named.

Candidates should not simply use direct 'cut and pastes' of annotated skeletal system diagrams as this, in isolation, does not demonstrate knowledge and understanding.

M1 requires learners to locate the bones, joints, movement types and muscles used during a range of sporting activities. Often learners only listed the information and did not locate against a range of sporting actions.

M2 and D1 requires learners to describe the roles of the cardiovascular and respiratory systems during exercise, and go on to outline the relationships of these and energy systems before, during and after a sporting activity. Often the description provided was not in enough detail in relation to exercise – it is recommended that learners relate this to practical sporting examples.

The specification asks for a 'range' of sporting activities, it is recommended that there should be at least three.

#### **Unit 2 – Sports Coaching: Practical Sport:**

P1 requires learners to describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports. Many learners did not fulfil the 'using examples of coaches from different sports' criteria.

P2 requires learners to describe three skills common to successful sports coaches, using examples of coaches from different sports. Many learners did not fulfil the 'using examples of coaches from different sports' criteria.

D1 requires learners to continually review sports coaching sessions making amendments to the planning and delivery of upcoming sessions where needed. In order to achieve this criterion the learner must ensure that the session plans they have produced for M3 are continually reviewed and that it is obvious what amendments have been made within the session plan. As part of their review learners also need to state whether or not they achieved the session objectives.

#### **Unit 3 – Current Issues in Sport:**

P1 requires learners to describe the development and organisation of a selected sport in the UK. All learners were able to describe the development of the selected sport, however, they did not always include details of how the sport was organised in the UK. The majority of centres found that P2 and M1 lent themselves to being assessed together, as providing a detailed description for P2 meant that learners automatically achieved M1. This was also the case for P3 and M2.

#### **Unit 4 – The Physiology of Fitness:**

This unit focuses on the effects of exercise on the various body systems both in the long and short term. Centres who successfully delivered this unit related the information to practical activities that the learners participated in and recorded the appropriate results.

#### Unit 5 – Sport Nutrition

The appropriateness of the planned diet for a specific client is a critical area of the specification. M2 – Learners need to ensure there is an indication of goals/outcomes as to what they want the two week diet programme to achieve. How it can be measured? For example – using M1 and D1 data of professional athletes such as BMR this could be used as a measure to review for the clients of the candidates. Learners need to ensure they clarify how they are going to monitor the diet – are they monitoring their own diet or one someone else is following. D2 – The review of the diet programme needs to be measured against the outcomes stated in M2.

#### Unit 7 – Practical Team Sports and Unit 11 – Practical Individual sports

P2 asks learners to describe the rules and regulations of two different team/individual sports, and apply them to three different situations for each sport. There needs to be a clear description and clear evidence of applying the rules etc to the sporting situations.

Where video evidence is presented of learners performing skills in isolation as well as in game situation each clip must be clearly labelled and have an introduction of the learners name and skill(s) being undertaken.

#### **Internal Moderation:**

##### **Level 2 and Level 3**

Internal standardisation is a mandatory requirement for the delivery of the Cambridge Technicals in Sport.

Internal standardisation must cover all centre assessors, all units and all grades across the assessors. The ability to interpret the unit specifications and evidence requirements is a key role of the internal standardisation process. This supports the identification of issues within evidence presented, as well as providing advice and guidance to the centre assessors.

Internal standardisation has been undertaken by many centres and records kept showing which units have been internally standardised, by whom, from which learners and the outcomes achieved.

Good practice has also been demonstrated by providing written feedback to centre assessors following the internal standardisation process. All records have been made available to the OCR Visiting Moderators during their visits.

Internal standardisation in a number of centres needs to be more rigorous as the OCR Visiting Moderator has found that work has not met the required standard even though it has been internally standardised. There is also evidence that on occasions internal standardisation has been completed after the grades have been entered onto Interchange.

In some centres, internal standardisation was either not recorded or not comprehensive. Centres are advised that it is a mandatory requirement for assessors' judgements/decisions to be quality assured across the centre through internal standardisation.

#### **Administration/Documentation:**

##### **Level 2 and Level 3**

The majority of centres are entering the grades on interchange two weeks prior to the visit and where this is not happening it is mentioned as an action point. Care needs to be taken when entering grades on interchange to ensure they are entered correctly as some discrepancies have been found when moderation has taken place. Where this has occurred centres, visiting moderators and OCR have worked together to resolve the issues.

Centres are using witness statements as forms of evidence. Many centres provide excellent detailed witness statement. However, in some instances the witness statements do not contain enough information to quantify the grade awarded. Centres need to include detailed feedback of what the candidate did or what they said and relate the information to the terminology that is used in the specification. By reading a witness statement the Visiting Moderator should be able to ascertain the depth of knowledge of the candidate. Witness statements should be signed by both the assessor and the candidate.

### **OCR Support and Resources:**

All centres are using the OCR Unit Recording Forms.

Centres contact their visiting moderator if they have any queries about the qualification or the moderation process. Centres also contact OCR direct if they have queries about the interpretation of the specification and required evidence. All queries are dealt with and resolved quickly. As the qualification is now well established there haven't been any specification issues.

The following resources are available on the OCR website:

- Candidate Authentication Statement
- Learner Progress Tracker
- Rules of Combination Calculator
- Resources Links
- Introduction Unit Presentations
- Skills Guide

Each of the mandatory units have:

- Delivery Guide
- Lesson Elements – a variety of activities that include learner tasks and teacher instructions

Centres have also use their own resources including: delivering practical sessions to local primary school pupils, school teams and lower school pupils; visits to local sports clubs and facilities; visits to national sports centres; centre produced booklets and worksheets; outdoor education residential and work placements both in the UK and Europe.

There is a Model Assignment for one unit for each level of the qualification and centres have been using this as a template for designing their own assignments for the other units they are delivering.

### **Assessment Summary:**

Those centres that started delivering the Level 3 qualification in September 2012 delivered the mandatory units during the first year of the course and they are familiar with those units. Many centres needed clarification and guidance when delivering some of the optional units for the first time. The qualification is now established and many of the centres currently delivering the qualification have been able to assess the work to the required standard. However, some centres have required detailed action points which they have subsequently acted upon.

## **2 Developments**

The qualification is now becoming established. Initially there were few centres delivering Level 2, however, an increasing number of centres are changing examining boards and are now looking to deliver Level 2. Likewise a number of centres are changing examination boards and delivering Level 3.

The qualification is being re-developed in line with Government Policy for delivery from September 2016. The re-developed qualification should be a combination of the Cambridge Technical in Sport and the OCR National in Sport specifications as this will produce a robust, interesting and marketable qualification.

**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](mailto:general.qualifications@ocr.org.uk)

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

