

## **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 2014 – August 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.

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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### **OCR REPORT TO CENTRES**

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# Cambridge Technicals in Sport Level 2 and Level 3

## 1 Overview

There are two levels to the sport qualifications as detailed below.

### OCR Cambridge Technical Sport Level 2

At this level there are three separate qualifications:

Certificate = 15 credits

Extended Certificate = 30 credits

Diploma = 60 credits

All three levels of the qualification have been delivered by centres.

The qualifications are being delivered in a variety of different formats, usually over one year or two academic years.

Many centres have chosen to deliver the mandatory units first. Centres have also reported that this assists with learner motivation and enthusiasm towards the programme.

All units are centre assessed, internally standardised and externally moderated by an OCR Visiting Moderator.

### OCR Cambridge Technical Sport Level 3

This attracts UCAS points.

At this level there are five separate qualifications:

Certificate = 30 credits

Introductory Diploma = 60 credits

Subsidiary Diploma = 90 credits

Diploma = 120 credits

Extended Diploma = 180 credits

All five levels of the qualification have been delivered by centres.

The qualifications are being delivered in a variety of different formats dependent on the size of the qualification: usually over one year or two academic years. Many centres initially deliver the Introductory Diploma or the Subsidiary Diploma, and then intend to register learners on the Diploma or Extended Diploma during their second year of study.

Many centres have chosen to deliver the mandatory units first, followed by the practical units.

All units for both qualifications are centre assessed, internally standardised and externally moderated by an OCR Visiting Moderator.

## **2 General Comments**

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

The majority of centres have been able to assess the work to the required standard, however, a small 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.

Many centres provide detailed 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 on-going problem and centres need to be particularly vigilant to ensure that the candidate's work is their own and that it is comprehensively referenced.

Generic feedback:

Feedback by centre assessors has been beneficial to the candidates and has enabled the candidates to achieve appropriate grades. This has meant that the OCR Visiting Moderator has been able to find the appropriate evidence easily. 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.

## **3 Comments on Individual Units**

### **Level 2 units**

#### **Unit 1 – Practical Sport**

P3 learners need to include the scoring systems of both sports. Learners usually describe the main roles and responsibilities of officials in team and individual sports. However, in order to gain M2 they need to describe the main roles and responsibilities of officials in team and individual sports in relation to positioning. P7 learners need to include a blank form for this assessment criteria as well as using a form for P8.

#### **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. A range is three.

#### **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**

#### **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.

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. A range is three

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.

#### **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. The same four sports can be used for the roles and for the responsibilities. It is recommended that learners highlight the sports they are using as examples thus ensuring they meet these requirements.

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**

P6 requires learners to include details on the appropriate amount of carbohydrates, fats, proteins, water, fibre, vitamins, minerals that are needed for a balanced diet. Often the diet plan did not contain enough detail.

Unit 15 – Sport Injuries

P3/P4 learners find it easy to describe physiological responses common to sports injuries for P3 however they often do not fully describe the psychological responses as required for P4 therefore there needs to be more of an emphasis on delivery of this aspect of the specification. Likewise for M2 and D1 learners are able to identify and adapt treatment programmes with regard to the physiological responses, however, they often do not provide much evidence of identifying and adapting treatment programmes with regard to the psychological responses.

Unit 21 – The Athlete’s Lifestyle

P4 – learners need to ensure that the two different types of media interview are described in depth as there are significant differences in the factors to be taken into consideration for TV and radio interviews.

P6 requires learners to produce a career plan covering an individual’s career as an athlete and their career outside competitive sport. The focus should be on an up and coming athlete rather than one who has played professional sport and now has a second career.

Unit 23 – Fitness training and Programming

M2 requires learners to include SMART goals.

M3 requires learners to analyse performance against set goals during a six-week training programme this should include relating the performance against the SMART goals identified in M2.

Unit 25 – Fitness testing for Sport and Exercise

P1 all learners need to ensure that they describe one test for each component of physical fitness, including advantages and disadvantages for all of the components of fitness listed in the specification.

P3/P4 requires learners to use appropriate health screening procedures and administer tests to two contracting individuals.

#### **4 Sector Update**

The specification for the Level 2 qualification will remain the same for delivery from September 2016. There will be a new specification for the Level 3 qualification for delivery from September 2016 entitled Cambridge Technicals Level 3 Sport and Physical Activity.

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