

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 January 2018

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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.

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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.

The 'levels' part of the mark scheme' relates to the final question – Q15. The mark scheme for this final question has a number of criteria separated into levels. These levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the 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.

Most candidates showed that they had been well prepared for the examination. There are still too many candidates who are not well prepared or who are not at then level of ability to attempt this examination, for example a small minority of candidates answer only a few questions on the paper and consequently do not reach a pass mark.

Comments on individual questions

Question 1a

Most candidates scored the mark for SALTAPS, although a few forgot to put the final 'S' on then end.

Question 1bi) and ii)

Most could write two of the relevant words and give a relevant description for each. This was well done by the majority of candidates

Question 2

Many candidates could identify an example for each of the Emergency Action Plan points. Some candidates only gave 999 for emergency communication when calling 999 was required – there needed to be some method of communication here.

Question 3a, b and c

Many candidates gave the correct response on these true/false questions, apart from c. where many misread the word 'evaluate' which meant that this was false and not true.

Question 4

Most candidates scored poorly on this question showing a lack of knowledge on the differences between Type 1 and Type 2 diabetes. Some merely repeated what was in the question, others got the two types mixed up.

Question 5

Most candidates scored at least 5 marks for this question showing good knowledge of symptoms and treatments.

Question 6

Many candidates did not read the question carefully enough and simply repeated the treatments that were in Question 5. Those that came up with different and relevant treatments scored well.

Question 7a and b

Most candidates scored both marks here and gave relevant examples for performance and protective equipment.

Question 8

Candidates scored less well on this question, with some misunderstanding the term 'performance equipment' – writing about improving performance rather than being able to perform an activity. Some did not score the second mark because they repeated the word protection in their answer. It is important that candidates use their own words when explaining a technical term.

Question 9

Candidates generally did not score well on this question. The question asks candidates to choose three different intrinsic factors and then to explain how each can influence the risk of injury. Many chose only one and gave more examples under that one heading rather than to choose two others. Some candidates confused intrinsic with extrinsic and gave extrinsic factors that score nil marks.

Question 10

Again, candidates showed some confusion between extrinsic and intrinsic, but many were able to identify factors such as coaching and environmental factors. Some chose three examples of the environmental factor but scored only two of the 6 marks available because they only used one identified factor.

Question 11a, b, c, and d

Many candidates could give the first component – 'pulse raiser' but too many did not identify the component but instead gave a description of the component, for example for pulse raiser, they wrote 'jogging'. Many candidates could not identify 'mobility' as the component for c.

Question 12

Many candidates scored well on this question with a good knowledge of how a warm up can help prevent injury. Others merely described a warm up or failed to link the warm up and cool down to preventing injury. Generally, candidates were better relating the cool down to injury prevention than the warm-up.

Question 13

Some candidates gave an excellent description of why it is important for a coach to know about any medical conditions that a performer may have. Others were too vague in their responses and scored one or no marks.

Question 14a, b and c

The majority of candidates were able to describe how each of the weather conditions could be a different cause of injury, showing good knowledge and application for this part of the specification.

Question 15

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Most candidates showed a fluent and well-planned response, others less so and showed a lack of overall structure and grammatical / spelling accuracy.

The good candidates made good points about acute injuries and then went on to detail those points. They then went on to chronic injuries and continued to make relevant and detailed points. Those that covered all the variables of the question scored well – covering examples, types, causes and treatments of both acute and chronic injuries. The lower scoring candidates got confused between acute and chronic injuries but many impressed through their knowledge and understanding of this part of the specification. The lower scoring candidates were too vague in their responses and rarely developed their points or missed out at least one of the variables in the question.

Once again it is important for candidates to carefully read the question and identify exactly what is required by the examiner and for them to highlight or underline the variables that must be addressed in their responses.

Moderated Units

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.

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. It would be beneficial if candidates used sporting examples relating to the last four to five years.

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 many cases the descriptions of the training methods needed to contain more detail as this is one of the focal points of the LO. 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. It is important that candidates include information on 'in combination' as without this they cannot achieve a mark in MB3. 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, or charts are just there with no explanation of their relevance. It is important that every candidate includes the normative data that has been used for interpretation. 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. Where balance and flexibility have been identified as weaknesses in LO3 they should be included as part of the areas to be improved within 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. 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. Therefore, candidates cannot base their training programme on professional athletes as they will not have been able to carry out the fitness tests on a professional athlete as is required for LO3.

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. Some candidates were able to link the role of the musculo-skeletal and cardio-respiratory systems with their roles in producing movement and physical activity. However, the majority of candidates did not focus on the role the systems had in producing movement and physical activity and only produced evidence to achieve a mark in MB1 or the second part of the LO. To achieve a mark in either MB2 or MB3 for the second part of the LO there needs to be a detailed description focusing on movement and physical activity supported by a wide range of examples.

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. For both LO's the data recorded should be included as evidence within the adaptations described. The focus for both these LO's are the adaptations so linkage between the tests carried out and the adaptations to the body systems are essential in order to access MB2 and MB3.

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 in-depth 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 in-depth 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. Many candidates had completed two anxiety tests and interpreted the results. There should be evidence of the candidates completing two different anxiety tests not one test on two separate clients. 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.

It would be beneficial if candidates used sporting examples relating to the last four to five years when linking LO's 1 to 4 to relevant supporting evidence..

Unit R045: Sports nutrition

LO1 – The majority of candidates were able to 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. It is recommended that there are two separate sections to this part of the LO as there needs to be a distinction between the generic description of the importance of nutrition before, during and after exercise and the evidence provided for a range of sports. The majority of candidates 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, however, there was often limited reference to sports performance and participation. The focus needs to be on sports performance and participation rather than on descriptions of medical issues associated with over-eating and under-eating.

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. In order to access MB3 portion size and fluid intake should be included. Centres are reminded that the candidate must be able to interview 'face to face' the person who they are developing the diet plan for. Therefore, candidates cannot base their diet plan on professional athletes as they will not have been able to personally interview them.

Unit R046: Technology in Sport

LO1 – The majority of candidates described the use of technology to enhance performance, game play and spectatorship in sport giving a very limited range of examples. I

LO2 - The majority of candidates were able to identify possible positive effects of sports technology.

LO3 - The majority of candidates were able to identify possible negative effects of sports technology.

LO4 – The majority of candidates were able to evaluate the impact of technology. There was evidence of the technology being evaluated in terms of factors affecting its use and its impact. In order to access MB3, for some candidates, the justification for their overall judgement needed to be in more detail.

General

Where evidence is provided through a presentation centre's 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 the evidence produced must be produced solely by the individual learner there is no group work in this qualification.

Centres should ensure that they have a robust internal standardisation process and that all deliverers are assessing to the same standard and that the same level of detailed evidence is produced both in terms of learner work and witness statements. The work submitting should also be in chronological order and annotated according to LO's.

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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