

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

SPORT AND PHYSICAL ACTIVITY



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Version 1

Contents

Introduction3

General overview4

 Comments on Individual Units5

 Most common causes of centres not passing.....11

 Avoiding potential malpractice.....11

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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Outcomes. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

Notes to Centres:

There were a number of centres who had selected an invalid combination of units or had claimed the wrong units for a candidate that prevented overall qualifications results being issued. Please note that it is the responsibility of the centre to check that correct units have been entered for certification claims. OCR cannot guarantee that the issuing of results in these circumstances will meet deadlines for UCAS confirmation.

Centres should refer to page 22 of the summary brochure to make sure that they select the right combination of units: <https://www.ocr.org.uk/Images/260775-cambridge-technical-sport-and-physical-activity-summary-brochure.pdf>

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so candidates can have two further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables candidates who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

General overview

It has been a really successful and encouraging year this year with candidates making great progress and achieving some excellent grades on this course. Centres have been really open to visiting moderators' feedback and taken it on board, resulting in candidates producing some really creative, realistic and innovative work. Centres are now much more confident on unit content and are consistently following the unit guidance, with moderators seeing much more consistent application of theory to relevant sport and exercise examples.

Evidence produced has been very varied including role plays, client assessments, leaflets, presentations, practical performance, meeting minutes and the use of various apps. Witness statements have generally improved in terms of the level of detail included and being individual to the candidate, however this is still an area for some centres assessors to work on.

Centres are reminded that when the unit guidance states that candidates must be recorded, this means that candidates must be videoed – photographs and witness statements do not provide the evidence required for the criteria where recordings are required. A moderator or assessor carrying out internal standardisation cannot judge how well a candidate communicated or performed from a photograph.

Note to Centres

For all students starting the course in September 2019 and taking practical activity units please make sure that they select from the approved list of activities, this can be found on the link below:

<https://www.ocr.org.uk/Images/546493-approved-activity-list-for-cambridge-nationals-and-cambridge-technical.pdf>

Students certificating in Summer 2020 are not affected by this change.

A Subject information update was issued to all centres in July 2019 to inform them of this update and a further reminder will be sent in September. The text of the July SIU (and all SIUs) can be found at the link below: <https://www.ocr.org.uk/administration/support-and-tools/siu/cambridge-technical-sport-and-physical-activity-544072/>

Comments on Individual Units

Unit 2: Sports coaching and activity leadership.

Centres seem to have enjoyed teaching this unit and feedback from candidates 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 candidates 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 candidates have produced has been to an excellent standard with some very realistic and appropriate adaptations/suggestions made.

Areas centres struggle with:

P3- candidates must make sure they follow the command word and compare the roles and responsibilities for those involved in delivery of sport and exercise. Sometimes candidates just describe the roles and responsibilities of a teacher, then of a coach and so on but don't meet the criteria as there is no comparison.

M1- the criteria is to evaluate importance of different attributes in supporting different stages of group development. Candidates need to make sure there is some evaluation present. This could be that they discuss why the attribute is important and what would happen if the coach did not display this attribute or they may evaluate by concluding which they think is the most important attribute and why. Candidates could also consider whether the attribute is of the same importance at each stage of group development or not, if it's the same for all types of sports, e.g. large team versus small team or does it depend on ability of performers?

P5 – this is a practical assessment criteria and requires candidates to carry out a task in order to meet the demonstrate command word. Evidence could be gathered by witness statement, photos, written results, e.g. performance profile or tally charts and video recordings or a combination of any. The guidance says: candidates must be able to demonstrate the different types of practice that are relevant to each of the skill classifications. Candidates should be able to demonstrate self-assessment and peer-assessment methods used to improve skills, techniques and tactics in sport.

P7 –at times session plans seem rushed or quite basic. Assessors should challenge candidates to produce realistic and engaging plans that will result in good well-structured progressive sessions for the participants. A plan that just states the participants will do one ten-minute drill passing a football to each other, or complete a set number of chest passes does not provide enough detail for this level of study.

Unit 5: Performance analysis in sports and exercise.

This unit has been well delivered and assessed. Centre feedback would suggest both assessors and candidates have enjoyed this unit. There has been some really good analysis carried out by candidates, using a range of methods such as observation, slow motion cameras and a variety of apps. Candidates seemed to have really engaged with this and produced some really good evidence and action plans as a result.

Assessors should encourage candidates to make sure they are presenting their work effectively, making sure they use titles for their profiles to identify what the profile shows.

Assessors must make sure they follow the guidance in the unit regarding the scenarios they can use for LO3 and LO4.

Areas that centres have struggled with:

M1 – candidates must make sure that they follow the guidance outlined in the specification and consider the four areas outlined in the teaching content (1.4) as to how and why performance profiling might be adapted.

M2 – this requires candidates to justify the rating of their participant's profile. This means that candidates need to give a reason for the score they have given – which should be linked to their analysis, not just that they watched them and gave them that score. Examples could include statements such as; 'I gave them this score because out of the 10 smashes they attempted only 2 cleared the net' or 'I gave them a 3/10 because when I watched them with the slow motion camera I could see that their follow through was leading to the ball not going in the right direction'.

M3, M4 and D2 are sometimes attempted together which can be very successful but assessors need to make sure they are clear on what each criteria requires and that candidates fulfil the command word. It would appear that M3 is quite hard for candidates to grasp. It requires candidates to compare and contrast methods of analysing performance for an individual in an individual sport, then compare and contrast the methods of analysing performance for an individual in a team sport and then the same for a team in a team sport. This potentially can naturally lead on to D2 as this may form a conclusion to their comparisons.

Unit 7: Improving fitness for sport and physical activity.

This has been a successful unit for many centres this year with students producing some good training programmes for clients. This has worked especially well when assessors have planned the delivery in advance to tie in with Unit 13. When combined these two units have flowed really well together with lots of opportunity to achieve criteria across both units within the same task, e.g. health and fitness consultation.

Areas that centres struggle with:

P9 – the criteria requires candidates to review the planning of the fitness sessions – not to review the whole programme or how the client performed. P9 should focus on the fitness session they planned and delivered and what was good about the planning and what could have been better for future.

P10 – the criteria requires candidates to evaluate the effectiveness of a training programme. This should include an evaluation of the planning and delivery of the sessions but assessors should also encourage candidates to refer to results and goals in their evaluation, to support a judgement of whether the programme was successful or not.

Unit 8: Organising sports events

This unit has gone very well with most grades agreed. The events candidates have led have varied significantly, working with peers, staff, younger pupils or even other schools. Candidates have produced some good evidence for this unit such as minutes from meetings, photographs, participant feedback, Tweets, emails sent and witness statements.

Areas that centres struggle with:

M3 asks candidates to explain the impact of promotional material. Often candidates review their promotional material and explain what was good about it and what could be improved however the

criteria asks for them to explain the impact, e.g. the poster is clear about the details so the impact will be people will turn up at the right place and the right time.

Unit 10: Biomechanics and movement analysis.

Centres have done well teaching and assessing this unit. There has been some very good understanding demonstrated in this unit, with consistent and accurate application.

Area that centres struggle with:

M3 – the command word is draw therefore candidates must draw a free-body diagram and label it – not just use the internet to find one.

Unit 11: Physical Activity for specific groups.

Centres have completed this unit well overall however some centres need to make sure they follow the guidance more with reference to how many groups need to be covered.

There has been good knowledge shown with regards to provision for groups, well applied to the local area and national campaigns and some excellent detail with regards to the exercise referral process.

Areas that centres have struggled with:

P3 - candidates have generally been able to describe the barriers to participation for specific groups however some centres have found that when candidates have evidenced this through leaflet format, this has resulted in candidates only selecting one or two barriers per group and therefore being very brief in their work in order to fit the space available on the leaflet. Centres should consider the format or the instructions given to candidates to prevent this happening in future.

Unit 12: Nutrition and diet for sport and exercise

This unit has shown mixed performance. When centres have really got into this unit and engaged with the scientific nature of content, and followed the guidance, the results have been good with candidates showing some really in depth knowledge and understanding of the role of different food groups and types of hydration in relation to sporting performance. There has been some really good evidence produced using case studies for D1, detailing pre-season/ performance, during the season/ performance and post season/ performance requirements with regards to nutrition, hydration and supplements.

Areas that centres struggle with:

M1 – the criteria require candidates to analyse how energy balance and hydration needs differ across different sports. Quite often candidates are just describing energy balance and hydration needs for one sport, then another and so on. This does not meet the criteria as they are not analysing the differences. They need to be able to analyse how the needs differ, this means breaking it down and discussing it, for example two sports might have similar energy requirements however may require them from different sources, e.g. slow release carbohydrates compared to a more protein and fats based diet.

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 candidates and a good range of evidence has been produced, including video footage, photographs, PAR-Qs and results. When this has been paired with Unit 7 it has worked particularly well.

Areas that centres struggle with:

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 candidates to show knowledge of. Candidates 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 candidates 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 candidates 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 response, or mocking up different examples to help candidates understand the significance of the quality of the delivery of feedback.

Unit 14 Working in active leisure.

This unit has generally been well done. Candidates in centres where assessors have paid attention to the guidance in the specification and taken time to plan out how they will assess and evidence this unit, have often achieved distinction. These assessors have made sure candidates have covered the right number of environments and set up and taken down different types of equipment that is suitable for each of the environments. Witness statements and photographs have been widely used as a form of assessment for this unit. Assessors should consider designing their own witness statement to make sure it evidences the criteria they want it to, but also as a means of checking they meet all the requirements outlined in the unit guidance.

Areas that centres struggle with:

Not being able to achieve the criteria due to not following the guidance correctly, for example, only cleaning one type of environment or only setting up one type of simple equipment.

Unit 17: Sports injuries and rehabilitation

There has been a big improvement in the delivery and assessment of this unit over the last year as centres have become more familiar with it. It is now a well assessed unit with some realistic and creative rehabilitation plans. Visiting moderators have seen some good video role plays providing clear evidence of P5, candidates responding to acute injuries.

Areas that centres struggle with:

D1 has continued to prove to be a difficult part of the assessment criteria. 'Analyse' is a higher order skill and requires some independent reasoning/ pros/cons/discussion. Candidates 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? D1 asks about how measures are recognised and legislated. How are measures acknowledged/enforced/ governed/controlled? Candidates 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.

As indicated above, P5 requires a practical response from candidates. For centres new to this unit, they should consider videoing role plays, using annotated photographs and witness statements as their forms of evidence. All acute injuries must be covered, as outlined in the unit guidance.

P10 - The functional and return to sport phases continue to be a weaker aspect of the rehabilitation programmes, with candidates going from some strength work to hill sprints and full football matches with no in between. Assessors need to help candidates understand how they would help a client back into sport with slower, more realistic progressions such as replicating sporting movements but at low intensity, then increasing the intensity, adding in some defenders to add some pressure, or walking hills, then jogging before progressing on to sprints.

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 given. Marks have tended to be higher when centres have let candidates choose their assessed sports as opposed to making the class do one set sport.

As of September there will be a list of accepted sports for this unit. This will identify sports that candidates can be assessed in for both individual and team sports. All students starting the course in September 2019 and being assessed September 2020 onwards must choose from these lists.

This must be applied to new cohorts of candidates that start the course in Sept 2019. Details can be found on the OCR website at the link below:

<https://www.ocr.org.uk/Images/546493-approved-activity-list-for-cambridge-nationals-and-cambridge-technical.pdf>

Moderators have seen some excellent evidence produced for D3. This has either been done by filming the candidate watching the video recording of their own officiating, them pausing it and then justifying why they made the decision they did, or the candidate producing a written document with times on the video recording identified and then a written justification of why they made the decision they did.

Areas that centres struggle with:

Assessors can take several steps to make sure the video evidence is of a suitable standard and is of use in the moderation process.

1) Candidates should be identifiable – this depends on the sport being assessed, for example, when filming badminton then they should say their name at the beginning or be identified by clothing or bib but when filming a team sport they need to wear numbered/ coloured bibs.

2) When filming sports consider the angle of the camera – i.e. it needs to show where the shuttle/ ball lands as to see whether it was a good shot. 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.

3) Make sure Outdoor Adventurous Activity footage includes the candidate showing some skills and/ or knowledge. This could be a candidate explaining what they are doing or how they are using a piece of equipment in order to 'demonstrate knowledge'.

4) For officiating footage make sure the official can be heard.

Centres often query how candidates 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 practising or training, so there should be ways in all activities of showing some flair or creativity.

However a candidate does not achieve this criteria by simply performing a 'trick' shot, e.g. a tennis shot through their legs. The Wimbledon final did not include either player playing a shot with their eyes shut, or through their legs but they were certainly creative. We have seen some over generous awarding at distinction level. This distinction criteria does require candidates to have skill and ability in their sport so if they are not playing regularly in some kind of formal, competitive format then this should be considered when judging the level at which it is reasonable to assess them.

Unit 19: Sport and exercise psychology

There has been a significant improvement in the teaching and assessment of this unit over the last year. Assessors are now much more comfortable with the unit content and consistently now apply theory to sporting examples which has been good to see. There isn't a chapter available in the textbook for this unit however assessors that have taught it have said this hasn't been an issue as they have just used the OCR A Level PE textbook as it is quite similar.

Areas that centres struggle with:

Learning outcome 1 – 4 all require specific sporting responses. LO1 requires two different forms of sport or exercise and the other 3 LOs require specific sporting responses. This isn't always adhered to as consistently as it should be and is an area for improvement for centres for future teaching.

M1 and M5 both require the candidate to look at differences at different levels of performance. Sometimes candidates are just talking about motivation or psychological impacts at one level and then the same at a different level – this is not explaining/ analysing the differences.

Unit 20 Sport and exercise sociology

This hasn't been completed by many centres but when it has been taught, it has been a successful unit.

The unit guidance outlines certain requirements for covering all points in the teaching content or sporting examples but centres have generally done this well.

Areas that centres struggle with:

P5 – often candidates have explained a strategy or attempted to evaluate a strategy but only giving positive points about the strategy. Assessors need to encourage candidates to give a more balanced evaluation of the strategies.

Most common causes of centres not passing

Not following unit guidance, for example, when guidance says candidates must cover two sports or must have sporting examples. Candidates should be encouraged to do this to make sure their submissions meet the requirements

Not following the command words, for example, candidates “explaining” when the assessment criteria state “evaluate” or candidates providing a written response describing what they would do when the command word requires a practical response such as evidence of the candidate responding or delivering an activity such as a fitness test.

Avoiding potential malpractice

Witness statements need to be personalised to the candidate and not just copied across whole cohorts. The task description can be generic but how the actual candidate performed when carrying out the task must be specific to the candidate.

For group tasks, candidates should still generally be producing their own evidence for the criteria, or witness statements need to make it clear what each candidate did in order to meet the criteria.

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