

CAMBRIDGE NATIONALS

Moderators' report

SPORT SCIENCE

J802, J812

R042-R046 Summer 2022 series

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Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the 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 Objectives. 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.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Unit R042 General overview

All centres included a unit recording sheet with the candidates work that was to be moderated. Centres need to make sure 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.

Where a centre has opted for the repository moderation when uploading the work can centres make sure that it is all appears the correct way up when looked at on the computer screen. Can centres also check that all the work has been uploaded for each candidate.

This qualification requires centres to use one of the two set assignments provided by OCR. All centres have used the set assignments as required by OCR. Within the set assignment there is a witness statement the centre should adopt this for LO3. 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.

When submitting candidates work for moderation the work should have the completed unit recording sheet at the front followed by the evidence for each Learning Outcome in Learning Outcome order. Each candidate's work should be presented as a separate entity.

Where witness statements are used as part of the evidence centres must make sure that they are personalised and not generic. Only LO3 requires a witness statement as part of the evidence in this unit. Where the PowerPoint notes are included, centres should make sure that the type size enables reading with ease. The PowerPoints, when used exclusively as evidence, should include sufficient detail to quantify the mark given.

Centres are reminded that the evidence produced must be produced solely by the individual candidate there is no group work in this qualification.

Centres should make sure 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 candidate 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.

Comments by LO

LO1 – Know the principles of training in a sporting context

The majority of candidates were able to describe the principles of training in a sporting context and in some cases the candidates where able to support their work with very good examples from sport. For the top of MB2 and MB3 candidates need to include the FITTA acronym and explain what each initial refers to and include relevant sporting examples to demonstrate understanding of the acronym. In order to access MB3 candidates need to include detailed sporting examples which demonstrate an understanding of the principle they are associated with. Many candidates used recent examples. It would be beneficial if all candidates used sporting examples relating to the last four to five years.

LO2 – Know how training methods target different fitness components

The majority of candidates were able to describe aerobic and anaerobic exercise supported with relevant examples of training methods. Most candidates identified the components of fitness. Many described them in great detail. The marking criteria only asks for identification so often candidates included too much detail in this section. The majority of candidates mentioned training methods specific to the components of fitness. However, these were often briefly described. The focus of this LO is on the description of aerobic and anaerobic exercise and the descriptions of the training methods. A minority of candidates included the depth of description that is required for the training methods. Where a circuit is mentioned as a method of training the actual components of the circuit should be included. In order to access MB3, where possible, there should be a detailed description of two different training methods for each component of fitness. 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 – Be able to conduct fitness tests

The majority of candidates correctly completed different fitness tests on individuals and were able to evaluate the recorded data. Candidates, where possible, should complete a fitness test for all of the components of fitness identified in LO2. The majority of candidates included a description of the tests completed. All candidates should include a detailed description of the test, preferably with a diagram. MB2 and MB3 require candidates to interpret the tests with reference to normative data. It is important that every candidate includes the normative data that has been used for interpretation. It is also important that all candidates include the test results and their interpretation. MB2 and MB3 also mentions reliability and validity, not all candidates included information on these. These should be mentioned after the tests and how the tests were administered could also be commented on. To access MB3 candidates should include information relating to maximal and sub-maximal tests and the reason for the order in which the tests were carried out. Witness statements are an integral part of the evidence for this LO. Many centres completed a detailed witness statement. The set assignment contains a witness statement this should be used in conjunction with the evidence provided by the candidate.

LO4 – Be able to develop fitness training programmes

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 provided a detailed six-week training programme, this is the recommended timescale for a programme. In order to access the top of MB2 and MB3 it is important that the candidates include plenty of detail in their programme, e.g., where swimming is included what would this consist of? 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 need 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 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 General overview

All centres included a unit recording sheet with the candidates work that was to be moderated. Centres need to make sure 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.

Where a centre has opted for the repository moderation when uploading the work can centres make sure that it is all appears the correct way up when looked at on the computer screen. Can centres also check that all of the work has been uploaded for each candidate.

This qualification requires centres to use one of the two set assignments provided by OCR. All centres have used the set 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.

When submitting candidates work for moderation the work should have the completed unit recording sheet at the front followed by the evidence for each Learning Outcome in Learning Outcome order. Each candidate's work should be presented as a separate entity.

No witness statements are required as evidence for any LO in this unit. Where the power point notes are included, centres should make sure that the type size enables reading with ease. The power points, when used exclusively as evidence, should include sufficient detail to quantify the mark given.

Centres are reminded that the evidence produced must be produced solely by the individual candidate there is no group work in this qualification.

Centres should make sure 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 candidate work and witness statements. The work submitting should also be in chronological order and annotated according to LO's.

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Comments by LO

LO1 – Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles.

The majority of candidates were able to locate, identify and describe key components of the musculo-skeletal and cardio-respiratory systems, which are the requirements for the first part of the marking criteria for this LO. The second part of the marking criteria for this LO requires candidates to describe the role of the musculo-skeletal system in producing movement supported with examples. The majority of candidates provided evidence linking the musculo-skeletal system and movement. As part of the evidence for these criteria, candidates could annotate pictures of sporting actions to show what joints and muscles are doing; using pictures of a kicking action; swimming and gymnastics with appropriate labels. This part of the LO also requires candidates to describe the role of the cardio-respiratory system in physical activity supported with a range of examples. In order to achieve a mark even at the top of MB1 this needs to be mentioned.

The majority of candidates do not provide enough detail in this section which limits their ability to achieve above MB1 for 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 – Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness

The majority of candidates were able to identify a range of benefits of cardio-respiratory fitness in everyday life. However, some candidates focused on the signs and symptoms of the illnesses rather than how cardio-respiratory fitness could prevent or reduce the illnesses. The majority of candidates were able to identify the benefits of muscular strength and endurance and muscular flexibility this was supported with clear and relevant examples. In order to access MB3 the examples should relate to everyday life and sport.

LO3 – Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems

The evidence for this LO asks for the short-term effects of exercise on the musculo-skeletal and cardio-respiratory systems to be identified, measured and recorded. Some candidates evidenced participation in tests, however, 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. Often candidates produced generic information on the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems. Many candidates participated in tests and provided generic information. In order to access the top of MB2 and MB3 candidates have to include a description of the adaptations recorded and an explanation of why the adaptations on the musculo-skeletal and cardio-respiratory systems occurred. In order to evidence this, there needs to be linkage between the data recorded and the generic information and the adaptations. This should be done by embedding the evidence (results) from the tests within the descriptions of the adaptations. It is recommended that centres refer to the specification with reference to the effects on the body systems.

LO4 – Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems

The evidence for this LO asks for the long-term effects of exercise on the musculo-skeletal and cardio-respiratory systems to be identified, measured and recorded. Some candidates evidenced participation in tests, however, 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. There is often little evidence of the timescale that has been considered for the long-term activities. Often candidates produced generic information on the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems. Many candidates participated in tests and provided generic information. In order to access the top of MB2 and MB3 candidates have to include a description of the adaptations recorded and an explanation of why the adaptations on the musculo-skeletal and cardio-respiratory systems occurred. In order to evidence this, there needs to be linkage between the data recorded and the generic information and the adaptations. This should be done by embedding the evidence (results) from the tests within the descriptions of the adaptations. It is recommended that centres refer to the specification with reference to the effects on the body systems and make sure that suitable tests are carried out in order to provide the evidence of adaptations. Often the training programme designed for R042 LO4 is used. Where this is used the centre needs to make sure that extra tests are carried out in order to gain the necessary evidence for this LO.

Unit R044 General overview

This qualification requires centres to use one of the two set assignments provided by OCR. All centres have used the set 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.

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No witness statements are required as evidence for any LO in this unit. Where the power point notes are included, centres should make sure that the type size enables reading with ease. The power points, when used exclusively as evidence, should include sufficient detail to quantify the mark given.

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Comments by LO

LO1 – Understand the relationship between personality and sports performance

The majority of candidates included a range of definitions of personality and provided information on the different personality types and approaches. Where definitions are included, they must be referenced and interpreted in the candidates' own words. Attempts were made to provide an explanation of the links between personality and involvement and performance in sport. In order to access the top of MB2 and MB3 although candidate have defined the personality traits, many need to focus more on the inclusion of a range of sporting examples which explain accurately and in detail the link between personality and performance in sport.

LO2 – Know how motivation can affect sports performance

The majority of candidates defined motivation and described the main theories. Where definitions are included, they must be referenced and interpreted in the candidates' own words. To access MB2 and above candidates need to focus more on supporting the theories with relevant examples of the implications for sport and exercise.

LO3 – Know how aggression can affect sports performance

The majority of 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 – Understand the impact of arousal and anxiety on sports performance

The majority of candidates explained the relationship between arousal and sport performance. They made reference to the 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. The two completed anxiety tests must be included as part of the evidence. There should be evidence of the candidates completing two different anxiety tests not one test on two separate clients.

LO5 – Be able to apply sport psychology strategies to enhance sports performance

The majority of candidates initially provided generic descriptions of psychological strategies. Some 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 is recommended that the centre refers to the relevant section on the set assignment when delivering this LO.

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 General overview

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No witness statements are required as evidence for this unit. Where the power point notes are included, centres should make sure that the type size enables reading with ease. The power points, when used exclusively as evidence, should include sufficient detail to quantify the mark given.

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Comments by LO

LO1 – Know about the nutrients needed for a healthy, balanced diet

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. In order to access MB3 it is important that candidates include detailed information on all nutrients and their role in a healthy balanced diet together with food sources.

LO2 – Understand the importance of nutrition in sport

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. An aerobic sporting activity an anaerobic sporting activity and a strength-based activity were the focal points of the second section of this LO. Often candidates included a generic description of the nutritional requirements of the sport, and some included the nutritional requirements before, during and after participating in these activities. The majority of candidates briefly describe the use of dietary supplements with limited awareness to why they are used in sport. In order to access the top of MB2 and MB3 for the supplement section of this LO there needs to be reference to the sports they are associated with, and an understanding of the issues associated with their use with reference to a performer's health.

LO3 – Know about the effects of a poor diet on sports performance and participation

The majority of candidates were able to define malnutrition. Where definitions are included, they must be referenced and interpreted in the candidates' own words. The majority of candidates explained what over-eating and under-eating were often describing being obese and becoming anorexic. The focus of this LO is the effects of over-eating, under-eating and dehydration on sports performance and participation often there was limited reference to this. 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 – Be able to develop diet plans for performers

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 two-week diet plan – this must include a variety from one week to another not a one-week plan repeated for week two. In order to access MB3 candidates should include portion sizes and amounts of liquid to be consumed. 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 General overview

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No witness statements are required as evidence for this unit. Where the power point notes are included, centres should make sure that the type size enables reading with ease. The power points, when used exclusively as evidence, should include sufficient detail to quantify the mark given.

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Comments by LO

LO1 – Know how technology is used in sport

The majority of candidates described the use of technology to enhance performance, game play and spectatorship in sport giving a limited range of examples. Those candidates who accessed MB3 included each of the three sub-headings in the specification: - how technology is used to enhance performance; how technology is used to enhance game play and how technology is used to enhance spectatorship and their associated sub-headings as the focus of their descriptions. It is recommended that where it is feasible the majority of sporting examples are taken from the UK.

LO2 – Understand the positive effects of sports technology

The majority of candidates were able to identify possible positive effects of sports technology. Those candidates who accessed MB3 included each of the three sub-headings in the specification: - in performance; in game play; in spectatorship and other positive effects and their associated sub-headings as the focus of their descriptions. It is recommended that where it is feasible the majority of sporting examples are taken from the UK.

LO3 – Understand the negative effects of sports technology

The majority of candidates were able to identify possible negative effects of sports technology. Those candidates who accessed MB3 included each of the three sub-headings in the specification: - in performance; in game play; in spectatorship and other negative effects and their associated sub-headings as the focus of their descriptions. It is recommended that where it is feasible the majority of sporting examples are taken from the UK.

LO2 and LO3

These LOs should be evidenced as separate LOs rather than one piece of work which looks at every aspect of technology giving a positive and negative description.

LO4 – Be able to evaluate the impact of technology in sport

The majority of candidates were able to evaluate the impact of technology. The focus of this LO is to look at one aspect of technology and how it is applied in either one sporting activity or a range of sports. The majority of candidates evaluated the aspect of technology. Centres need to make sure that the aspect of technology chosen to be evaluated will allow access to MB3 and should not choose an aspect of technology that will limit candidate's opportunity to achieve marks in MB3. For example, they could evaluate Hawk-eye or VAR rather than sport shoes. In order to access MB3 there needs to be a more detailed and justified overall judgement on the impact the technology has had and how it has been applied and adapted.

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