

SPORT STUDIES

Moderators' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Sport Studies

J829

For first teaching in 2022 | Version 1

R185-R187 Summer 2024 series

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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 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 comment on the quality of centre assessment decisions against individual Learning Objectives. The 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 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.

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Please note, the content for this report is based on candidate work submitted in the June 2024 series. It is possible that not all units are covered within the report, however candidate style work and candidate exemplars from the 2023 series are available for all internally-assessed units on Teach Cambridge .

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Unit R185 General overview

In this fourth series it is worth reminding centres that only templates provided for the Teacher Observation Record, logbook, lesson plan and risk assessment should be used for this assignment.

It is vital that centres read the requirements for each task and that only work applied to the task is included, i.e. only one sport needs to be reviewed in Task 2 and two skills from that sport need to be improved in the action plan.

Comments by task

Misconception



Teacher Observation Records need to be completed for **both sports** for **all candidates** and not just for the moderation sample.

They **must be signed by the candidate** as well as the teacher or it is considered maladministration.

Task 1 – Key components of performance

The evidence required is a Teacher Observation Record (TOR) and at least one piece of supporting evidence of a logbook, record of participation, awards/certificates, documentary evidence (e.g. results from competition) for each sport.

When completing the TOR, it is advised that a full range of skills and decision making skills from the activity are covered and the quality of how they are performed needs to be commented on.

It is worth noting that, while the minimum requirement is to perform for a school term, the more time candidates have to demonstrate their skills, the more chance they have to effectively show what they are fully capable of, so this would give them more opportunities to provide evidence.

It is vital that the TOR uses appropriate mark band (MB) words for the mark it is being used to support, i.e. if a top MB3 is to be supported then all MB3 words should be used and if a bottom MB3 is to be supported then it will be a combination of MB2 and MB3 words.

Most TORs were accurate and contained specific information that related to each candidate. They also used language from the appropriate mark bands for the mark to be supported.

While most were personalised with appropriate examples, some were still generic and while it is accepted that all skills performed will be the same the quality they are performed is not always the same and thus more specific examples relating to the candidate being assessed should be included.

Misconception



The Teacher Observation Records **must be accompanied** with an excepted form of supporting evidence such as a logbook, record of participation, awards/certificates, documentary evidence (e.g. results from competition).

It is deemed maladministration if supporting evidence is not included.

Task 2 – Apply practice methods to support improvement in a sporting activity

Candidates need to consider the practical and decision making skills for one of the activities chosen when reviewing their performance.

They then need to exemplify the review when justifying why each skill is a strength or weakness.

Two skills, not components of fitness, from one sport need to be improved in the plan.

The action plan needs to be individualised to the candidate and include a goal that has a SMART target. The drills and practices need to be appropriate and actually work to improve the skill weaknesses in the selected activity.

This individualised plan must be undertaken and is not theoretical and a logbook must be included as evidence.

Most candidates were able to give a good review of their performance and evaluated their strengths and weaknesses with good explanation and justification.

Most candidates were able to apply practice methods and produced some good training programmes. Drills should be included in the work rather than including them in the required logbook.

They had identified drills to use to improve weaknesses and most had included images to help describe them. Some candidates included progressions into the drills showing good understanding, but others lacked detail

Candidates should be encouraged to discuss all the skills and decision making skills identified as to whether they are their strength or weaknesses and not limit their evaluation to just a few.

Misconception



Theory on types of skill or practice is not required.

Candidates need to understand the information so they can select and apply it when they are planning their improvement plan.

Task 3 – Organising and planning a sports activity session

OCR templates should be used for both the lesson plan and risk assessment.

Lesson plans should have a clear aim and the drills should be included that will meet this.

They also need to include specific coaching points that could be used and to differentiate drills if required.

It is advised they include corrective actions that they could use to help performers improve so feedback given allows them to make progress towards the lesson aim.

Risk assessments should be appropriate for where they are undertaking their session. For example, if they are inside, the weather is not going to be a risk.

Most candidates produced a sound plan which considered some of the requirements for an effective and safe sports activity session. Candidates who covered all aspects of the teaching content within the specification in appropriate detail supported higher marks submitted.

Some plans did not include warm-ups, cool downs with specific detail or plan how to progress or regress skills/drills if they needed to adapt the plan to maintain students' progress in the lesson.

Risk assessment need to be applied and specific to the correct activity and location and control measures should not be a commentary on what the risk would cause, but what they would do to minimise the chance of the risk occurring.

Misconception



Producing a plan or risk assessment independently does not guarantee the candidate achieves MB3 overall, and is only one factor when deciding the band, as the quality of information also needs to be taken into account when deciding the overall band placement.

Misconception



There is a misconception that centres only need to do lesson plans and risk assessments for the sample and not for all candidates in the cohort. This is not the case. Every candidate should produce their own lesson plan with clear coaching points and a risk assessment specific to the location and focus of their session.

Task 4 – Leading a sports activity session

The evidence required is a Teacher Observation Record (TOR) for the session and should follow the requirements laid out in Task 1.

When completing the TOR, it is advised that this includes a full range of leadership skills such as communication, organisation (listed in section 4.2.1 in the specification), and how well they have been performed and not just be a description of the session.

As in Task 1 TORs were generally accurate and contained specific information that related to each candidate. They also used language from the appropriate mark bands for the mark to be supported.

Some TORs lacked information regarding how the candidates demonstrated safe practice and/or commented on what happened rather than indicating the quality of the skills they were demonstrating.

Good practice demonstrated by some centres was producing commentary for each aspect of the marking grid.

Comments should include how well they followed and adapted the plan, how well they demonstrated various leadership skills and knowledge, how well they followed safe practice and how well they demonstrated communication skills and motivational techniques, with personalised examples from the session undertaken for each.

Task 5 – Reviewing your own performance in planning and leading a sports activity session

In the review candidates need to describe the strengths and weaknesses of the session and not just describe the drills and say what happened.

They should also discuss any adaptations made to the plan during the session and then how they would improve the process for future sessions.

There was a good range of areas from the specification were covered but sometimes the work described what happened in the lesson rather than saying whether it was something that went well or not so well.

Some candidates needed to provide more information on what adaptations were made to the lesson plan and refer to their goals and objectives.

Going forward, candidates could include more information on how they might adapt their lesson in the future.

Review of lesson

A review is not a story of how the lesson went but an evaluation of the quality of each aspect of their planning and leadership skills.

Unit R186 General overview

It is vital that all work and examples are applied to the sport candidates have chosen from the ones listed in the assignment.

Candidates must select and use a named club from their selected sport.

All tasks need to be applied to the sport or club they have chosen and not include extensive examples from other sports.

Misconception



Some centres are not naming a real club, which they need to do. The local or national based team must be named and not discussed as 'my club'.

The England national team for any sport is not a local or national based club.

Comments by task

Task 1 – Media coverage of sport

Application to the chosen sport

All examples should be linked to the sporting activity and club chosen from the list provided in the assignment.

Candidates should cover the full range of media sources that are under section 1.1 in the specification with examples mainly, if not solely, from the sporting activity chosen.

The examples should explain how they can be used to provide information to their club's spectators and recommendations should be made on the media sources that would most benefit the club they have selected.

While examples from other sports can be included to add comparison, these should not be the main focus of any topic.

Most candidates covered a range of different media sources, but many lacked specific examples of each from their selected club or linked to its sporting activity, instead including examples from other sports which does not answer the task.

Candidates need to do **more research** into what is out there for their club or its sport for each subsection and provide a recommendation for the source that would most benefit their named club.

Some candidates only included a limited range of examples of how they might be used to provide information to their **club's spectators and recommendations** of the media sources that would most benefit their named club.

In future candidates need to be more specific with the examples of information that each media source provides to their clubs/sports spectators. Information such as times and dates of fixtures, player profiles, rules analysis, videos on good technique, ideas for drill to improve skills could be included.

They also need to focus on examples for the clubs focus sport and not rely on multiple examples from other sports, especially football.

Task 2 – Positive effects of the media in sport

Candidates are advised to cover all aspects as laid out in Topic Area 2 in the specification and apply each to the sporting activity they have selected to discuss.

They need to cover the relationship between the chosen club's sporting activity and the media, how they use each other to promote themselves and increase sponsorship revenue and then how the media can promote the links between the sports club and the health and fitness industry.

This information can then be used to suggest the recommendation as to how the club could raise its profile through the use of the media by using their lottery grant.

It should be appropriate to where they feel their selected club could make most improvement and not just be a repeat of the exemplar work of employing a social media manager, if it is not applicable or relevant.

Most candidates were able to identify some of the positive effects of the media in sport.

Some candidates were able to identify all the positive effects that are listed in the specification and many also described the positive effect but did not give any examples of how the media was having a positive impact in their chosen sport or their named club.

Many candidates make little reference to their club's sporting activity and give only limited examples that demonstrate a basic evaluation of the relationship between their club's sporting activity and the media. Many used examples from other sports, especially football, which does not fulfil the requirements of the task.

Some candidates included multiple media recommendations, but this meant that some became more superficial in nature or made suggestions that were not about a source of media.

One suggestion is they develop one recommendation rather than lots of different ones and cover the impact in more detail.

Candidates need to do **more research** into positive impacts of media on their club or its sport for each subsection and then include more examples linked to their named club or its sport relating to each.

Task 3 – Negative effects of the media in sport

Candidates need to make sure that the examples of negative impacts and ethical issues surrounding the use of the media are from and applied to the sport they have selected from the assignment.

They are advised to cover all aspects as laid out in Topic Area 3 in the specification and apply each to the sporting activity they have selected to discuss.

They have to include local and national examples that demonstrate effects on spectators, participants and the sport they have selected.

Similar to Task 2 most candidates were able to identify some of the negative effects of the media in sport.

Some candidates were able to identify all the negative effects that are listed in the specification and many also described the ethical issues but did not give any examples of how the media was having a negative impact in their chosen sport or their named club.

Many candidates make little reference to their club's sporting activity and give only limited examples that demonstrate a basic evaluation of the relationship between their club's sporting activity and negative impact of the media. Many used examples from other sports, especially football, which does not fulfil the requirements of the task.

Candidates need to do **more research** into negative impacts of media on their club or its sport for each subsection and then include more examples linked to their named club or its sport relating to each.

Unit R187 General overview

It is vital that all work and examples are applied to the sports listed in the assignment and information on other sports are not required.

Tasks 1 and 2 need to be applied to the two sports given and the one selected from the approved activity list.

Approved activity list

The activity selected has to come from the Approved activity list and thus must be performed outside. Indoor versions of activities, i.e. indoor rock climbing, do not meet the criteria.

Comments by task

Task 1 – The provision for different types of Outdoor and Adventurous Activities

Candidates need to make sure a variety of outdoor and adventurous activities that are available both regionally and nationally and not internationally, are explored within the three approved activity areas.

They need to include information on where they can go and what they can do at each of the places they identify. Simply copying web addresses and basic information off the internet, especially without referencing it, does not suffice.

Information on how different organisations offer provision for the three approved activity areas should be included. These are all listed in Topic Area 1.1 of the specification.

Candidates described some relevant outdoor activity areas and gave examples of both regional and national provision, but they must focus on what can be done for the three activities at each provision rather than listing all general activities that can be undertaken.

However, the advice in the set assignment states, “Ensure a variety of outdoor and adventurous activities within your three activity areas that are available both regionally and nationally, are explored”. Also, “Remember that there are many different organisations that offer provision for your selected activities”.

Candidates should research a wider range of places with provision for each of the three activities and include what it is they can do at each location for each of the three activities.

If there are only a few providers regionally, a greater variety could be provided in the national examples and international provision should not be included.

Candidates should have discussed the opportunities provided by voluntary organisations such as the scouts and included examples.

Additionally voluntary organisations should be directly linked to the three activities in the assignment rather than being generic to all provision.

For future series candidates may consider what trails/routes are there, is there equipment hire, coaching for participants, leadership opportunities and courses etc for the activities in the assignment.

It is also advised to include more examples of the places that provide provision in future.

Task 2 – Understand the equipment, clothing and safety aspects involved when participating in Outdoor and Adventurous Activities

Candidates need to provide information for all three sports in the assignment only.

As well as identifying the appropriate equipment and clothing, they must give reasons why they are required.

They should also include information on the safety aspects and technology required by each as exemplified in section 2.3 in the specification.

Evidence relating to the impacts of terrain, environment and climate is also required for each of the three approved activity areas and needs to be included.

Most candidates were able to identify an adequate range of appropriate equipment for all activities and explained why they are required. However, information on safety aspects, technology and understanding of the impact of terrain, environment and climate on the outdoor adventurous activity was generally not as detailed. In many cases the impact of terrain, environment and climate were not included or only briefly mentioned.

Candidates need to show an understanding of the impact of terrain, environment and/or climate for each of the three required outdoor and adventurous activities.

Task 3 – Plan for and be able to demonstrate knowledge and skills during an Outdoor and Adventurous Activity

Plans and risk assessments produced should cover aspects as laid out in area 3.1 of the specification.

While currently the plan does not have to be for the activity undertaken, it is advised that it is, as the plans of candidates who did not then complete the activity were generally not as detailed.

The evidence required is a Teacher Observation Record (TOR) for the Outdoor and Adventurous Activity and should follow the requirements in R185. When completing the TOR, it is advised that this includes a full range of skills such as communication, safe practice and decision making skills (listed in section 3.4 in the specification), and how well they have been performed and not just be a description of what happened during the session.

Teacher Observation Records must include a variety of skills listed in 3.4 on the specification and comment on how well they are performed using key words from the mark band that the mark given fits in. Every candidate in the cohort must have their own TOR and sign it.

Some candidates produced brief generic plans that did not include specifics of the Outdoor and Adventurous Activity they were undertaking. Some candidates' plans described what happened in the activity session and thus were not written beforehand.

The plan needs to include information from all aspects included in the specification and be written before candidates participate in the activity. They should research where they are going and what they need to take and do in advance of undertaking the activity.

Risk assessments should be appropriate for where they are undertaking their activity and the activity itself. In general, risk assessments were not detailed and not applied specifically to the activity that was being planned to undertake and the location/venue.

Most TORs were accurate and contained specific information that related to each candidate. They also used language from the appropriate mark bands for the mark to be supported.

While most were personalised with appropriate examples, some were still generic and while it is accepted that all skills performed will be the same the quality they are performed is not always the same and thus more specific examples relating to the candidate being assessed should be included.

Risk assessment need to be applied to the correct activity and location and control measures are not a commentary on what the risk would cause but what they would do to minimise the chance of the risk occurring.

'Best fit' marking

It is advisable that centres use best fit marking for all tasks but especially where there are multiple aspects included.

It is advisable to highlight on the URS the marks given for each row within each mark band thus using the best fit principle of marking when deciding what mark to submit for each task. i.e. give each row a mark out of the total and then divide by the number of rows to indicate the mark to be submitted. So, for Task 3 if I give 8 marks for plan, 6 marks for the risk assessment and 10 marks for the TOR the mark for Task 3 is $(8+6+10)/3 = 8$ overall. This can support the mark more effectively than comments in some instances.

Task 4 – Evaluate your own performance and understand the value of participating in an Outdoor and Adventurous Activity

In the review candidates need to describe the strengths and weaknesses of the performance and not just describe what happened on the day.

They should also discuss how mental, physical and social benefits can encourage participation, and provide reasons why these benefits are of value to an individual.

A good range of areas from the specification were covered but, sometimes the work described what happened in the activity session rather than saying whether it was something that went well or not so well.

Most candidates only described some benefits from participating in the Outdoor and Adventurous Activity. To further improve this task candidates need to make sure they go into detail when explaining how the benefits can encourage participation, while providing a wide range of reasons as to why they are of value to an individual.

Many candidates did not provide evidence on how the benefits can encourage wider participation and this needs to be included in future series.

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