SPORT SCIENCE

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KS4 PERFORMANCE TABLES

Moderators' report

OCR Level 1/Level 2

Cambridge National in

Sport Science

J828

For first teaching in 2022 | Version 1

R181-R183 Summer 2024 series

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Contents

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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.

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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 R181 General overview

In this fourth series it is pleasing to see most candidates and centres producing work that meets the requirements of the assignment and applying the training principles and training methods to the profile of the focus, which was Leo this year.

Name	Leo Sandoval
Gender	Male
Age range	18–20 years
Height	6 ft (183 cm)
Weight	12 st 12 lbs (77 kg)
Sporting and activity profile	Active lifestyle – Above 3 hours per week, this includes: • 1 Hockey match • 1 training session with his team • 1 resistance training session. Local league hockey player aiming to be selected for the regional team.
Programme aim	Increase cardiovascular endurance in order to improve hockey performance.

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Comments by task

Task 1 – Components of fitness applied in sport

Tests for all components of fitness need to be undertaken and full protocols for all of them should be included.

Once the results have been collated, with the correct units used, the data needs to be analysed against normative data tables to interpret them.

It is advised that candidates complete tests for all 10 fitness components and apply them to examples from both their chosen sports.

The validity and reliability of each test in relation to their two sports should be discussed when commenting on what it means to their fitness for the activities.

Most candidates included protocols described in sufficient detail for the reader to follow however, some did not include all steps required.

Some candidates discussed validity to their sports i.e. hand grip test not valid for long jump but valid for Basketball, giving good examples as to how it linked to their performance in each. Application of reliability and validity of tests to both their sports is required.

Candidates discussed the role of the component in their sports, but some did not think about what their specific result meant for their performance in their sports.

In future, candidates need to focus on the results from the fitness tests and what it means for their performance in their two activities rather than generic comments/links to the component of fitness.

Misconception

All 10 components of fitness data need to be analysed and include examples from **both** of the selected activities.

Task 2 – Components of fitness applied in sport

For higher mark bands candidates need to include a range of skills from both their selected sports linked to all components of fitness. It is strongly advised that skills from both selected sports are linked to all 10 fitness components to show comprehensive understanding and include numerous sporting examples for each.

While it is not something that has to be completed it is advisable that, similar to the exemplar work, a Teacher Observation Record is completed as supporting evidence that the candidates have undertaken the tests and demonstrated the skills relevant to the components of fitness.

Candidates must devise two skill-based fitness tests in one of their selected sports.

The tests should be linked to the information they have gathered on which fitness components are linked to different skills in their selected sports. They are not either just a repeat of the standard fitness tests or just practising a skill. The test must name the skill and state which component of fitness it is measuring.

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They need to include protocols that would enable someone else to undertake the tests and then undertake the tests and collect the results.

A table of normative data does not need to be created but how effective the test is in measuring the desired component of fitness needs to be discussed, to check the test is valid and reliable. For instance, this can be done by getting someone else to do the test, compare it with the results from the standard tests in Task 1 or by including it as the pre, mid and post-test used in Task 4 and then evaluate the effectiveness of the test.

Most candidates linked the components of fitness to a range of skills from both their chosen sports and it was noticeable that a wider range of skills were evidence if candidates start with a list of skills and apply appropriate components of fitness to them, rather than trying to apply skills to a list of components of fitness.

Most candidates produced the required **2 skill-based fitness tests in 1 of their sports** with good protocols that the reader could follow and undertake them effectively. Some candidates however, either produced one fitness test for both of their sports or just repeated a fitness test with no skill linked, thus not fulfilling the task.

Candidates need to use the information gathered for the first part of this task on linking components of fitness to different skills to make sure the tests generated are focused on skills rather than a simple repeat of fitness tests.

As well as evaluating the tests candidates need to analyse the strengths and weaknesses of the data and what it means to their fitness for the activity, thus interpretation of the data gathered needs to be included.

Task 3 – Apply principles of training in sport

This task is applying the information of training principles, training methods and their benefits to the profile of the person in the assignment which in this case was Leo.

SPOR, FITT and SMART and the benefits of applying them must be applied to Leo's profile information and not just generally discussed.

To demonstrate a higher level of knowledge, it is advised that all training methods, including comparison of anaerobic and aerobic activity, are discussed in terms of their relevance to Leo's profile.

It is vital to apply SPOR, FITT and SMART to the specific client profile in the set assignment, e.g. refer to Leo's current frequency of 1 resistance training, 1 team training session and one match a week, and not just mention Leo.

The candidate may start to apply the principles and appropriate training methods themselves so they can begin to do Task 4 and produce their own plan, but they **must apply it all to Leo** as the main part of the task.

Most candidates applied the training principles to Leo but spent more time applying it to themselves, which while is required for Task 4, it isn't a requirement of this task. It is advisable that candidates spend more time applying SPOR , FITT and SMART to Leo than themselves first. Some candidates only applied the training principles to themselves which meant they had not understood the requirements of the task.

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Most candidates discussed the training methods in good detail and commented on the appropriateness of each to Leo's goal of improving cardiovascular endurance. More successful candidates also integrated the information on which methods are anaerobic and aerobic and thus use it as justification as to why they would help Leo reach his goal or not.

Candidates should apply Leo to all of the work, thus showing clear understanding of the work, rather than just add a sentence at the end of a paragraph.

Information on aerobic and anaerobic should be integrated into the methods saying which each one is and why and not just a paragraph of unapplied theory.

Integration of anaerobic and aerobic theory

Each training method is mainly anaerobic or aerobic or can be altered to suit both based on its intensity, duration and oxygen consumption.

This helps with justifying whether it is a training method the client could use to meet their goal.

Task 4 – Organising and planning a fitness training programme

Misconception

Only one fitness training programme needs to be planned for targeting a component of fitness that has been linked to the skill they want to improve in Task 2.

If candidates have linked three components of fitness to a skill i.e. Speed, Strength and Coordination to a skill then they can improve all three components to improve the skill or just speed as by improving it you will improve that skill, and thus their performance of it.

All the theory from previous tasks should be applied to the candidate for them to produce a six week fitness training programme.

The knowledge gained from previous tasks should be used to help select appropriate training methods and apply appropriate principles of training and SMART goal setting.

A clear goal must then be stated and the programme, which only has to work on one component of fitness that they have linked to improving skill performance in Task 2, must be targeted to that improvement, i.e. if the goal is to improve strength, undertaking a programme that is continuous training, is not the most appropriate method to use.

They can use the skill-based fitness tests devised in Task 2 to monitor progress.

Warm ups, cool downs and safety practice must be included in the programme.

The OCR provided template must be used for the Risk Assessment which should be appropriate to their fitness training programme and not general.

The six week training programme devised must be undertaken and data collected to enable Task 5 to be completed.

Most candidates improved more than one component of fitness to improve the skill targeted and thus their performance, which sometimes meant the plans were not as detailed and would have benefited from focusing on one in more detail then three more superficially.

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The plans produced were mainly sound considering some requirements for an effective and safe fitness programme and generic risk assessments which were often not specific to the activities or areas being used in their programme.

In future candidates need to cover all aspects required in the plan, such as warm ups and cool downs and the principles of training need to be more effectively applied to their programme.

Risk assessments 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.

Task 5 – Review own performance in planning and delivery of a fitness training programme

In the review, candidates need to compare the pre and post-test results in terms of whether the goals were met and describe the strengths and weaknesses of the fitness training programme and not just describe the drills and say what happened.

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

Most candidates covered what went well and did not go as well with appropriate detail, reflecting on whether they had met their goals relating to the data collected during the fitness training programme.

A good range of areas from the specification were covered but sometimes the work described what happened in the training programme 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 plan and refer to their goals and objectives.

In future series candidates could include more information on how they might adapt their sessions in the future and why.

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Unit R182 General overview

Generally, this series the work submitted by centres more closely matched that required by the assignment. Most centres this time did not include labelled pictures of hearts, skeletons and other theory that needs to be taught but not required to be included, and thus the work submitted was applied to the scenarios selected.

For this unit, the limiting factors were how detailed the work was and the links to sporting performance.

The relevant activities for the assignment and examples should be referred to in the appropriate tasks as per the table below.

For this Scenario select from the following Training and Sport Activities, in the table below:

Training Activities **Relevant to Activities 1 and 3**	**Sports Activity** **Relevant to Tasks 1, 2 and 3**
Select a 15 minute moderate intensity activity of **your choice**. Examples could include: • 15 minutes steady state running • 15 minutes on an exercise bike • Basic body weight circuit training session – (1 minute's repetitions of – press ups, crunches, lunges, squats, star jumps, sit ups, burpees and high knees).	Select a sports activity from the list below: • Dance • Basketball • Amateur boxing.

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Comments by task

Task 1 – Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

It is important to note that information from Topic Areas 1, 2 and 3 is needed to fully answer this task and work should be applied to both the Training Activities and one of the Sports Activities provided.

As per the scenario above, data needs to be collected during an appropriate form of exercise listed which in this case was a form of 15-minute moderate intensity activity.

A variety of different data should be collected for all systems over the duration of the activity and linked to various intensities of the exercise.

All short-term effects of the systems need to be applied to examples in their chosen sport from the ones provided.

Each short-term effect listed in Topic Area 3 should be linked to how it affects a performer undertaking the activity that has been chosen by the candidate.

All changes have to be applied to examples from the sport selected and not just generally discussed.

Most candidates had collected a range of different data from the 15 minutes of exercise undertaken, but work would benefit from including more detail on how the measurements were taken.

Most candidates included a range of short-term effects of exercise and discussed why they were occurring and giving examples of how it benefited performance in their selected activity.

Some however, just listed the effects of exercise and in future to show understanding must give reasons as to why they have occurred and provide more examples from their selected sporting activity.

Candidates would benefit from greater reference to the benefits these short-term responses make to their performance in their selected sporting activity from the set assignment.

Task 2 – Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

It is important to note that information from Topic Areas 1, 2 and 4 is needed to fully answer this task and work should be applied to one of the Sports Activities provided.

All long-term effects of the systems need to be applied to examples in their chosen sport from the ones provided. Each long-term effect listed in Topic Area 4 should be linked to how it affects a performer undertaking the activity that has been chosen to by the candidate.

The adaptations have to be applied to examples from the sport and not just generally discussed.

Most candidates discussed the long-term effects of exercise on both systems well and used a variety of examples from the sport they selected thus answering the task.

For future series a larger coverage of the long-term adaptations from the specification should be included and more sporting examples for each adaption included.

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Task 3 – Technology and the cardio-respiratory and musculo-skeletal systems

It is important to note that information from Topic Areas 1 and 2 is needed to fully answer this task and work should be applied to both the Training Activities and one of the Sports Activities provided. Wearable, laboratory based and field-based technology for all systems should be discussed, alongside the information it provides both the performer and coach, and the benefits and drawbacks of each applied to both beginners and experts in the sport they have chosen from those provided.

Technology for both the cardio-respiratory and musculo-skeletal systems has to be discussed in terms of the information they provide both the performer and coach.

Most candidates discussed a range of different technologies for both systems, but some tended to just evaluate the technology, rather than also explaining how it can be used by the performer and coach to maximise performance and minimise drawbacks for long-term participation in their selected activity.

Candidates could discuss how the data can be used to alter training programmes to maximise performance or minimise drawbacks such as how to avoid injuries.

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Unit R183 General overview

All tasks in this unit's assignment need to be linked to the personal profile and sport of the person who is the focus of the live assignment. This year it was Lacie.

Lacie's Client profile:

Name	Lacie Stephenson
Gender	Female
Age range	20-24
Height	5 ft 4 inch (165 cm)
Weight	10 st 6 lbs (67 kg)
Sporting activity experience	Active – between 90 and 180 minutes a week – a young swimmer who competes for her local swimming club. She is trying to increase her endurance and energy levels for her swimming performance. Her preferred training schedule includes elements of: • Aerobic activity – continuous training (cycling) – 60 minutes. • Anaerobic activity – interval training – 8–10 × 50 m maximal effort, 15 m underwater, 35 m recovery. • Strength-based activity – circuit training – press ups, bicycle crunches, lunges, plank, lateral raises, shoulder press, mountain climbers.
Aim of the nutrition plan?	To improve energy levels for training and increase endurance.

All tasks should reference this information and not just include lots of general information that is not applied.

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Comments by task

Task 1 – The nutrients needed for a healthy, balanced nutrition plan

This series it was pleasing to see more candidates' work being applied to Lacie's profile, and not just including generic requirements of a healthy, balanced nutrition plan or examples from other sports other than Swimming.

Candidates covered most of the areas of nutrition in the criteria and the majority linked these to Lacie and her needs.

It is not a requirement just to repeat teaching notes but to apply them to Lacie and her profile.

Some candidates included information on energy balance, the Eatwell guide and each of the nutrients, but did not discuss them in relation to the profile, and thus apply them to the requirements of a 20–24-year-old active female swimmer.

Some candidates provided a **wide range** of relevant examples of food sources of nutrients, however, most only gave a few examples of each and thus a more limited range.

Candidates should be more specific in their examples of each nutrient to the profile and provide a wider range of examples than just the generic sources of each.

Misconception

A wide range is not a few general examples.

Candidates should be encouraged to include more examples of each food source by considering options for meeting the nutritional requirements of individuals with cultural , medical and training needs.

Task 2 – Identify the dietary requirements of various sporting activities

Candidates must apply the dietary requirements before, during and after the different sporting activities of varying intensities in relation to Lacie's goals and activities.

As in Task 1, the information has to be applied to Lacie's aerobic activity (continuous training (cycling) – 60 minutes), anaerobic activity (interval training – 8–10 × 50m maximal effort, 15m underwater, 35m recovery) and strength activity (circuit training) and not generally discussed for any versions of the different intensities. All advice should be relevant to before, during and after these specific activities and not discussed generally.

While some candidates did apply the information to Lacie, some only discussed information generically and not in relation to her goals or activities.

Some candidates included good justifications as to why and when certain foods were ideal or should be limited for each activity. However, some did not include details as to why certain foods should be limited or justifications as to why.

For future series it is vital that candidates apply the information to the client's profile and include information on what foods should be limited and why.

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Task 3 – Develop a balanced nutrition plan for a sporting activity

A two-week adapted nutrition plan that meets the goals of the performer needs to be produced. This should not consist of a one-week nutrition plan being repeated.

Candidates should use the information gathered in Tasks 1 and 2, considering what foods each activity requires and apply it to improving the nutrition plan.

They need to use the profile and goals within it to discuss whether the adaptations suggested will meet their goals or if other adaptations should occur to meet them.

Most candidates produced a new and improved nutrition plan that met most of the requirements that Lacie needed. To be more comprehensive plans could include portion sizes, which would also help candidates to analyse the changes more effectively too.

Candidates could also consider what days Lacie does her training, so being able to further apply the information used in Task 2.

To justify their alterations candidates could add content such as:

- what they would expect to happen if the performer follows the plan
- when they would expect changes to occur
- how might the nutrition plan change as training needs change as the performer progresses; this could be linked to goals, energy intake or portion sizes
- how the plan might be adapted for nutritional requirements, e.g. a dairy allergy, veganism or just individual preferences
- the focus of the training may change after so many months and this may change the goals/focus of the nutrition plan.

Include original plan
The original plan in the assignment needs to be included in the candidate's work. Annotation it is encouraged, to help candidates see adaptations that could be made. There is no need to produce a mock interview of the client as the information they need is included in the profile information.

Task 4 – How nutritional behaviours can be managed to improve sports performance

Candidates need to discuss the effects of overeating, undereating and dehydration on the person's sport, which in this case is Swimming, which means the detrimental effects and how each can be positively managed by the performer. Again, this should all be applied to how each affects Swimming.

Most candidates were able to provide some analysis on undereating, overeating and dehydration but, some did not include benefits that can be derived from each nutritional behaviour, such as the positive effects of an increase in the intake of certain vitamins and minerals.

Candidates tended to focus on obesity as a detrimental effect of overeating but did not provide examples of what that meant in terms of Lacie's swimming performance such as reduction in swimming speed or flexibility and how this affects swimming techniques/performances.

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Candidates' work often lacked information on how nutrition can be positively managed by overeating, undereating and dehydration, with references to sports performance in the client's activity.

It is again vital that information for all three nutritional behaviours is applied to the client's profile and examples from their sport.

Application to client profile and sporting activity
The nutritional behaviours overeating, undereating and dehydration need to be applied to the profile and not fully focus on reasons why other sports manage them. I.e. Swimming does not have weight categories so does not use under or overeating for this reason.

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