OCR
Oxford Cambridge and RSA

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

SPORT AND PHYSICAL ACTIVITY

05826−05829, 05872

Summer 2024 series

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 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 can be viewed on the Interchange claim once processed by the moderator. 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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General overview

We have seen some really good evidence throughout this year. Some centres are delivering great teaching, resulting in some really hands-on, applied work from candidates. Assessors seem to have appreciated moderators' feedback about how to streamline/focus generating the evidence to give time to teach and apply the unit content. We have seen some more varied evidence with videos, photos, voice notes and websites being designed, as opposed to just typing everything out. The quality of session plans is improving too. Some centres still struggle a little with moving away from having to evidence every teaching content point and this makes it very typing heavy for those candidates. Many centres are now paying more attention to unit guidance and command words – and new centres need to be encouraged to do this. A common error is explaining when the command is 'analyse' or 'evaluate'. These are not the same task.

Comments on individual units

Unit 2 – Sports coaching and activity leadership

We have seen some fantastic plans and work for this unit, and we have seen some brief and basic work.

Assessment for learning
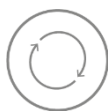
P1-P3: The criteria refer to sports coaches and activity leaders so centres must make sure candidates do not just focus on the sports coach.

P3: The command word is *compare* the roles and responsibilities. This means candidates must compare the roles and responsibilities between teachers, coaches and activity leaders. Be careful that they do not describe one, then the next and then the next. This is not a comparison.

P4: The criteria require the candidates to *explain* how leadership style and personality type can support different stages of group development – not just repeat all the teaching content. Assessors need to teach the information about personality type, leadership styles and group stages but the candidates need to produce evidence which draws this together and 'uses' the information.

Candidates need to explain which leadership style and which personality type would support the group at the forming stage, then the norming stage and so on.

Many centres are now linking this work well – showing good understanding between the stage of group development and how leadership style can support it, e.g. 'At forming stage I think autocratic leadership would be best because…*'* and then the same for personality type. Centres should encourage candidates to have their own opinions, or even discuss how all leadership styles could support the stage, encouraging them to consider different approaches.

Other centres are still getting candidates to write out all the teaching content, which is not what the criteria asks, nor is it a valuable learning activity.

M1: The command word is *evaluate*. Candidates need to do more than just explain the attributes. Which is most important? Are they all needed as much for all types of groups – size and age?

P6: This is a practical command – *establish* the needs. Candidates need to find out what the needs are of the participants that they will be planning sessions for. The evidence therefore needs to support them finding it out, such as questionnaires, notes made from observing the group or emails sent to the class teacher.

P7: Session plans are good in places and brief in others. Centres should encourage candidates to add progressions to drills and avoid 10 minutes of passing the ball back and forth as this is not realistic nor good planning.

D1: The criteria asks how sessions might need to be adapted. This should be done before delivery and is focused on the student planning and therefore being ready in a session to be able to adapt the session because they have thought about it in advance. It is not how they adapted in the past tense – this is more a feature of D2. D1 requires candidates to give ideas about how they would adapt their plans if participants are finding the session too easy and similarly if they are finding it too hard.

M4: This requires candidates to explain how safety was maintained throughout the sessions. The command is *explain*. Submitting a risk assessment does not do this.

D2: Candidates need to evidence how they adapted during delivery. (So D1 is 'how I might' – a planning criteria, D2 is 'how I did adapt'.)

Assessment for learning
P5: Candidates do not need to write out all of the descriptions for the classifications. The criteria say to demonstrate methods. The candidates are meant to demonstrate the practice types. When centres have done this well, the candidates have led drills for each other on the different practice types and then taken photos of each other doing this and annotated them saying 'This is me leading a fixed practice for the basketball free throw. This is because it is a closed skill, etc.' and then they include some peer and self assessment. Other centres have provided a detailed witness statement. While it can be done through delivery of the six coaching sessions, it is harder to make sure it meets requirements. The criteria come before the planning stage and this is designed to be practice for preparing the candidates to be coaches but also because the guidance says to cover a range of practice types for each skill classification – this is often not suitable for some sports as they don't require some types of practices.

Unit 5 – Performance analysis in sport and exercise

Some good profiling and analysis have been seen in this unit. Centres have been better at showing evidence of using analysis methods and candidates giving feedback for the three scenarios outlined. This has worked especially well with videos and annotated photos.

Assessment for learning
M3: Centres need to make sure candidates are comparing and contrasting methods – not evaluating methods. So could compare observation versus videoing for an individual in table tennis, then they might compare this to using apps, then repeat this for another situation.
D1: Action plans should have actual content about what they would do to improve.
If this is a fitness based aspect, then we should see training methods with application of FITT and recognised fitness tests.
If this is skill based, then we should see the steps of what the performer would do to improve, i.e. drills with progressions. This is not very realistic to do as week 1 drill 1, week 2 drill 2. It is perhaps more realistic to do the steps you would follow and move on when successful at the steps.
There should be some test measure for a skill based goal.
Candidates do not need to work on five or six different things at once – again this is not realistic; two or three areas for improvement is fine.

Unit 6 – Group exercise to music

This is either a very well done unit, or it is misunderstood. The focus of this unit is 'to music', therefore music has to be key in the planning and significant in the delivery. It is not just training with music in the background.

When centres have grasped the concept of exercise to music, we have seen some excellent delivery of HIIT sessions and yoga classes with students showing real potential to be sports instructors in the future.

Assessment for learning
P2: Requires candidates to select music – not just generally describe the legalities of using music in general.   P6: Must be recorded, with candidates delivering their own sessions.

Unit 7 – Improving fitness for sports and physical activity

There has been some good evidence produced in this unit, especially when it has been paired with Unit 13 and delivered alongside each other. Candidates have shown good knowledge of principles of training and applying this to training programmes. Evidence would suggest they have enjoyed working alongside peers as their PT.

Assessment for learning
M1: Candidates need to outline training methods for each of the components of fitness but this doesn't necessarily need to include all of the training methods outlined in the teaching content. Often candidates cover all the methods but don't hit every component of fitness in their explanations.   They must outline a training method or methods for each component of fitness so assessors need to think about what the most streamlined way is of assessing P1, P2, P3 and M1.   P7: Requires one session to be recorded.

Unit 8 – Organisation of sports events

We have seen evidence of some great events being run across the country, with mascots, inflatables, winter sports days and escape room type events. It has been great to see candidates engaging with the unit so well. While it is hard work for both candidates and assessors, it is a great learning experience for the students and they gain valuable knowledge and skills through planning and delivering these events. Well done to those centres who really got involved with this unit.

Assessment for learning

M2: Says to explain in detail health and safety, contingency and feasibility. Handing in a risk assessment does not explain in detail health and safety. Candidates also need to explain the impact of these factors on their event.

M3: Candidates need to explain the impact of promotional material on their event – how did their poster impact their event? (This should not be an evaluation – this is D1.)

D1: Candidates need to evaluate their promotional material and justify their choices. Using multiple methods of promotion make it easier to achieve M3 and D1.

M5: This requires candidates to write a personal development plan. This is not a review of the event or how they would improve the event. This should be a plan of how they personally will improve their event organisation/coaching ability. It could include things like volunteering with Year 7 football/netball training, or volunteering at a local sports club, taking a Level 1 coaching or officiating award. The criteria state a plan, so this work should have some detail about how they could go about it, timescales, costs, etc.

Unit 10 – Biomechanics and movement analysis

This unit is done really well with some detailed and scientific evidence produced.

Assessment for learning

M3 requires candidates to draw a free body diagram. They cannot cut and paste an image from the internet – they must draw it. However, stick people are fine and enable candidates to meet the criteria.

Unit 11 – Physical activity for specific groups

P1 requires candidates to describe the provision. The guidance says candidates must describe how and why the target groups have been identified. We have seen some good work produced referring to participation statistics to support why different target groups have been identified as needing intervention such as the Active Lives survey by Sport England. Candidates also need to describe the provision for three groups – this could include describing what provision there is locally for that group in sports centres, clubs, etc. Or it could be on a more generic level about what opportunities exist for them in general, e.g. for disabled people, provision could include sports such as wheelchair basketball, wheelchair tennis, boccia, and then adding some more detail.

Session plans have varied in detail. Some centres and candidates have really engaged with this unit and candidates have gained a lot from planning sessions for older people, pregnant participants and people with disabilities. They have produced some good plans showing good understanding about how to adapt activities or make activities suitable for the needs of different groups. Other centres have simply submitted Unit 2 plans or submitted plans for a specific group, e.g. pregnant women but then the activities are not very realistic – squats, bicycles and skipping. While you can technically do this as children or adolescents are target groups, it doesn't require the candidates to really think about the needs of the group and how activities are adapted. If a centre chooses to submit their Unit 2 plans, they must make sure it is clear how the sessions are adapted for their target group.

Assessment for learning
P1: Candidates have quite a lot to cover in this criteria. They need to: 1. say how and why all the groups are identified as target groups 2. identify at least two local and two national campaigns (for any target group) 3. describe provision for three groups. M1: Requires candidates to explain how providers can overcome the barriers – but also promote the benefits. Often they forget this second aspect and only suggest solutions to barriers and do not refer to how providers can promote the benefits. P2 and P3: Often candidates are very brief and only state one or two barriers or benefits for a group. While this is a big area and it is only a Pass level criteria, candidates should still be encouraged to cover a range of points for each group. P4: Guidance states that this requires a case study. P5: Candidates are required to produce plans for two groups. Centres need to make sure candidates are aware what activities are appropriate or not for the groups. For example, squats may not be ideal for a heavily pregnant female, or might mountain climbers for an obese person. Candidates should be encouraged to research what other activities this group could do. There is a lot of information out there – YouTube has adapted exercise videos, and Google searches will provide examples. Candidates should be challenged to adapt exercises, otherwise it misses the point of the unit and just becomes more standard lesson plans.

Unit 12 – Nutrition and diet for sport and exercise

Assessment for learning
Make sure candidates provide the examples as indicated by the guidance, e.g. M1 requires three different sports. This criteria point also requires candidates to analyse the differences – it is not acceptable for candidates to describe the requirements of one sport, then another and then another. This does not analyse the differences.

Unit 13 – Health and fitness testing for sport and exercise

Centres seem to have struggled with this unit somewhat. Assessors need to think about this unit and follow it like a personal trainer would work with a client. After P1 and M1 the rest should flow like a client meeting their PT at a gym.

1. Meet and greet client.

2. Screen the client.

3. Based on this information, decide on what the aim of the programme will be (hypothetical programme as not following a training programme for this unit).

4. Put together a testing plan of what tests you will do, how and when. This does not require candidates to cover all of the tests for every testing session for this plan. That is not realistic to how this process would actually be if working as a PT. You may initially test a client with all the tests, depending on their PAR Q and health, however following on from screening you would use tests relevant to goals selected. This is what the D1 criteria should reflect. It requires three sessions; one must include health tests and one must include fitness tests.

5. Create a session plan for one of the sessions planned for D1 (or if not doing D1, create a session plan).

6. Deliver the plan – this must be recorded. This should be more than just videoing the tests in isolation – this is just more P1 evidence. The criteria asks candidates to deliver a session so the recording should show a welcome, warm up, links between tests, etc. This can be split into chunks of videos if storage is an issue but should still show the different parts of a session and not just capture the test and stop the recording.

7. Record results and give client the feedback.

Unit 14 – Working in active leisure facilities

Not many centres access this unit, however when it is done, it is generally well done. Candidates seem to enjoy focusing on two providers – with most picking a local public facility compared to a private facility like David Lloyd. There is good analysis work shown and clear evidence of demonstrating different tasks.

Assessment for learning
P7: Requires cleaning **and** tidying in two environments P8-P11 and M2: All require evidence for two pieces of equipment from each type listed in the specification – simple, complex and powered. Videos and annotated photos have worked well in evidencing these criteria.

Unit 17 – Sports injuries and rehabilitation

This unit has shown mixed performance this year. Existing assessors have delivered and assessed this well. New centres or new assessors do not seem to have fully understood the guidance for the unit. See points below to watch out for.

Assessment for learning
P1 and P2: Must cover all the acute and chronic injuries and psychological effects listed in the spec. P3: Must cover all the points listed in the teaching content. P4: This is a practical command. Candidates must take the steps to minimise the risk during a session. This can be evidenced using a witness statement from Unit 2 if the witness statement provides information that is appropriate, e.g. candidate delivering a warm up, checking participants have correct clothing on, etc. A risk assessment does not evidence the candidate taking steps and will not be accepted as evidence for P4. P5: Candidates must respond to all of the acute injuries listed in the specification which are: sprain/strain, broken bone, torn ligament and dislocation. Completing a first aid course is an excellent addition to this unit; however in itself it does not provide evidence for P5. P10: Overall plans are done well but sometimes candidates rush the end stages. Encourage them to plan gradual return to their sport. M1: This is a tricky criteria point – it says to analyse the way in which the injury occurs and physiological and psychological effect. Candidates need to analyse to start with, which means more than describe/explain. They also need to make some reference to how the injury happened and the physiological effects and then the same for psychological effects. D1: The command word for this criteria point is *analyse*. Many candidates just explain safety measures. This is not what D1 asks for. They need to analyse how measures are recognised and legislated for in **a** sport. This requires them to be able to discuss the issue How is it legislated? Is it well legislated? Does the measure work? Does it depend on the level of play? Does it depend on the quality of the official?

Unit 18 – Practical skills in sports and activities

Candidates should submit evidence for their sporting performance. They should be encouraged to do sports which they perform best in and not enter whole classes for sports unless they have no alternative. There have been some misunderstandings where centres have the impression that all students should be submitted for the same two sports and they should teach and coach these over the year. This is not likely to help candidates to achieve their best grades.

Centres should make sure that video evidence is clearly labelled but also that it is clear which candidate is which. This is especially important for team games where there may be many players on the pitch/court. Using bibs, shirt numbers and colour, describing what they are wearing all help a moderator to be able to identify who is who.

All learning outcomes must be filmed. LO3 which involves OAA must be filmed in the outdoors.

Assessment for learning
Guidance says footage must be in competitive situation, so centres do not need to film lots of drills showing various skills. They need competitive footage. If footage does not show candidates at their best for whatever reason, e.g. not a very challenging opponent, then centres should get more footage. Submitting multiple games is better than submitting lots of clips of drills.
Distinction criteria: The example of creativity in the teaching content is a shot between their legs. This is not a realistic example of creativity. Creativity and flair should be shown by an aptitude to perform at a high standard, using a range of skills and tactics appropriately according to the position/requirements of their sport/position.

Unit 19 – Sport and exercise psychology

This unit has been well done by many centres. While there is not a chapter in the Cambridge Technical textbook, there is a very useful section in the OCR PE A Level textbook which would be useful to use when teaching this unit.

Assessment for learning
D2: The command word is *evaluate* the methods, therefore candidates must give advantages/disadvantages of the methods or some equivalent in order to evaluate the methods. Explaining the methods is not meeting the criteria.
M5: Requires candidates to analyse the how the psychological impact differs. Again, explaining one then the other is not analysing how they differ.

Unit 20 – Sport and exercise sociology

This is a unit that not very many centres take as it is mainly on the extended diploma route. However, when it is selected as an option, it is done very well with a high number of candidates accessing the distinction grades.

Assessment for learning
P5: The command word is evaluate – candidates must evaluate the strategies not just describe them.

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