

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

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 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.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

General overview

There has been some good evidence produced at Level 2 this year and some quite brief evidence. Established centres have some good systems in place to facilitate practical learning and obtain evidence with videos, photos and detailed witness statements. This appears to have worked well as candidates have engaged with the practical elements, and evidence generation has happened as they have gone along. At other times, centres have not been as practical and have generated a lot of typed work that has focused on the teaching content and not so much the criteria, at times missing the practical nature of some command words.

Comments on individual units

Unit 3 – Inclusivity, equality and diversity in delivering sport and physical activity

This is quite a challenging Level 2 unit, that is mandatory on the course. However, centres appear to be becoming more confident with the content and assessment of this unit.

Learning Outcome 1 is generally done well, although candidates do find it hard to describe and give examples for direct and indirect discrimination.

The quality of promotional material varies significantly – less successful evidence is a standard poster with an image that is E, D & I. More successful evidence has a strategy of how they will promote the event, covering things like where they will promote it, getting materials produced in Braille, etc.

Session plans again show mixed quality – some are basic and standard session plans with little accounting for E, D & I, whereas others show good awareness of how to make sure sessions are inclusive and equal.

Assessment for learning



P2: Candidates must give an example of direct discrimination for each group, and an example of indirect for age and disability.

P5: Promotional material itself must be E, D & I or there needs to be a plan/strategy that shows how the promotion will be E, D & I.

Unit 4 – Leading sport and physical activity sessions

Candidates seem to have enjoyed the practical nature of this unit and have delivered some well-planned sessions. Learning Outcomes 2 and 3 should be as hands-on as possible, with candidates planning and delivering physical activity sessions. Assessors are reminded that when the assessment criteria use a practical command such as 'gather' or 'set up', then the candidates are required to do something in response, and the evidence should support the practical nature of the task. There was a range of evidence produced, and centres are reminded that if they are using witness statements, then they should be personalised to the individual.

Assessment for learning



P3: The command word is 'gather' information required to plan a session. This means the candidates need to do something to gather the information they need in order to plan a sports session. This should include things like age, number of participants, ability or experience in the sport and any medical conditions. This can be 'gathered' by observing the class, asking the teacher questions, emailing the teacher or questionnaires.

M1: Plans must be for **different types** of sessions – see teaching content 2.1. This cannot be three different skill development coaching sessions.

LO4: Candidates do not need to review all their plans/sessions. The criteria states review one session.

Unit 5 – Customer service in sport and physical activity

This unit is enjoyed by candidates, with lots of hands-on tasks. Candidates gain a good understanding of customer service with a range of opportunities for work placement/role play learning.

P4: Candidates could show more specific detail on both the sport and the facility to better meet this criterion, giving specific examples.

Learning Outcome 4 can cause some confusion for centres regarding what is classed as a straightforward or a complex complaint.

Assessment for learning



Learning Outcome 4 responses could include:

- simple: toilet roll is empty, changing room floor was dirty, the fitness class was overcrowded, locker won't open
- complex: error with a booking, double booking of a badminton court, issues in a sports hall, e.g. table tennis ball coming over on to badminton court all the time
- requires supervisor: complaint after a booking of the whole pool and they want a refund, claim about inappropriate behaviour from a staff member, complaint regarding first aid or safety issue.

Unit 6 – Components and principles of fitness training for sport and physical activity

This was a successful unit with candidates showing some good knowledge and understanding of fitness training. Evidence was generally well supported with practical examples. Candidates seemed to enjoy this unit, perhaps due to the fact they can apply their knowledge to sports of their choice and therefore it is deemed more interesting. Learning Outcomes 1 and 2 provide a good challenge for Level 2 candidates, being able to describe components of fitness, analyse how they are used in different sports and assessing how a specific individual could train for their sport.

Assessment for learning



P3: This requires candidates to analyse, which is a hard task, especially for pass level. Assessors need to give some thought to how they will help candidates to develop this skill to help them to achieve P3. Assessors are reminded to follow the unit guidance provided in the specification as certain criteria have specific requirements.

Unit 7 – Practical sport

This has proved to be a popular unit among candidates and centres have evidenced this well. The list of sports the candidates can choose from is listed in the unit.

Assessment for learning



Centres need to make sure they pay attention to the guidance as there are specific requirements for the evidence, e.g. for P1 candidates must perform skills/drills, whereas M1 is a conditioned competitive game.

Guidance also says that the candidates must be filmed:

For evidence of each LO, there must be recorded evidence and a witness statement must be used as supporting evidence to testify or corroborate what has actually been observed by you. **Video evidence** should include at least 30 minutes of their practical performance at all levels assessed (pass, merit distinction) and 10-15 minutes of their officiating performance.

Unit 8 – Assisting sports coaching

This unit was done really well when combined with Unit 4 and made into a project for the candidates.

Candidates don't have to plan and deliver their own sessions as it is assisting. P2 requires candidates to select a plan and P3 requires them to deliver a coaching activity. However, in many cases students have gone on to deliver their own session and achieved distinction grade.

Unit 9 – Fitness induction and testing

When the criteria and guidance were followed, this unit was generally done well. It is quite a practical unit which will give the candidates some good skills for working in the fitness industry.

Assessment for learning



P2: Candidates need to create a PAR-Q – not just find one online.

P4: Candidates must make sure to carry out a test for each of the fitness components listed in the specification.

P6: Candidates must cover how all the different lifestyle factors listed in the teaching content affect the client's health and wellbeing.

Unit 10 – Using fitness equipment

This is an applied unit which includes some practical aspects. Assessors must make sure they follow the guidance to make sure they have covered all the right types of equipment.

Assessment for learning



LO1: Make sure candidates cover all the types of equipment in the teaching content.

LO2: There needs to be some interaction with the chosen client when describing the benefits, as opposed to the client just sitting silently listening.

LO4: Checklists need to be fit for purpose – not just check equipment with a list of yes/no. They need to have some detail about what they are checking/looking for.

Unit 11 – Assisting in the delivery of exercise and fitness sessions

This is a practical unit which candidates tend to engage with well. Recordings or annotated photographs as evidence for the delivery of sessions rather than just relying on witness statements would make better responses. This unit has some content that overlaps with other units, e.g. P1 is gathering data from a client which links to Unit 4 P3 and Unit 9 LO1 – so centres could consider a project type approach to this unit.

Assessment for learning



For LO1 and LO2 evidence, centres could make more use of teaching content 1.1 and 1.3 to better meet P1 and P2.

While candidates only have to deliver 15 minutes, the session plan does need to plan for 30 minutes.

Unit 12 – Assist in the maintenance and cleaning of an active leisure facility

This is another hands-on unit in which the candidates can 'do' lots and if centres gain evidence while they do this, it works well. P3-P11 is all practical commands – conduct, demonstrate, assist with... so if candidates can take photos of each other or film each other, then the evidence generation should be fairly easy. There is guidance about criteria, e.g. P1 requires description about indoors and outdoors and P5 requires three duties for sport and non-sport equipment, so assessors need to read the guidance carefully and make sure they achieve the different requirements. Videos, annotated photographs and detailed witness statements work well in this unit.

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Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

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Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

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Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

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