

SPORT STUDIES

Moderators' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Sport Studies

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R185-R187 Summer 2025 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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Unit R185 General overview

Centres are advised to use the templates that form part of the set assignment. For each task the centre should read the required evidence to be submitted by candidates to support the mark given.

Developing your sports and leadership skills

You have been asked to assist with an after-school sports club in order to help junior performers to develop their skills.

Before you start, you need to develop your own skills and knowledge in a number of areas.

You will then plan and deliver a sports activity session and evaluate the whole process, including suggestions for any future improvements. The selected activities must be from the Approved Activity list (see the [OCR website](#)).

Comments by Task

Task 1 – Key components of performance

For Task 1 the evidence needed is a Teacher Observation Record (TOR) for each activity completed. This must be supported by one or more of:

Logbook, record of participation, awards/certificates, documentary evidence (e.g. results from competition).

The evidence submitted for candidates for the two activities completed predominantly consisted of a TOR and a logbook. For both individual and team activities TOR's included information on the skills demonstrated by the candidates with specific examples of application of skills in the activity. Information on tactics, creativity and strategies/compositional ideas. Information on the accuracy and fluency of performance was exemplified for candidates. For individual activities examples were given of how candidates demonstrated consistent performance.

For team activities where TORs detailed the role the candidate performed in their team activity, they enabled clearer exemplification of their awareness of their role and contribution to and communication with their team. The inclusion of examples for this element at times lacked detail to fully support how the candidate had performed in their activity.

TORs were personalised and candidates submitted a completed logbook as part of the evidence detailing their participation over at least one school term. Where candidates participated for local clubs and teams, they had also included this participation.

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

Candidates choose one of their two activities from Task 1 and review their skills. The focus of this task is to review skills; some candidates also reviewed their fitness and tactics. Centres are advised to focus their candidates on reviewing skills in one activity. Candidates described their strengths and weaknesses with an explanation of why they considered the skill a strength or weakness with many justifying this by discussing the impact the skill has on their performance. This supported their choice of two skills to improve over the course of a meaningful number of sessions. Candidates supported their drills with data for each skill at the start and end of the period the drills were performed over. It was encouraging to see candidates use progressive drills. They included a logbook detailing their performance in the drills over the sessions and many reflected on the effectiveness of both the drill and their performance throughout their logbook.

Misconception



There is no requirement for candidates to include teaching content for this task. For example, types of practice (2.2) or ways to measure improvement (2.3).

Task 3 – Organising and planning a sports activity session

Candidates need to create a plan and risk assessment for their sports activity session. Centres are advised to use the templates that are part of the set assignment.

Candidates planned a session that included a warm-up, drills, a game, and a cool down. Those candidates accessing mark band 3 included detail regarding the types of movement in both the warm-up and cool down with information on specific stretches, for example.

For their drills they included coaching points and rules associated with adapted games. Candidates also included specific detail on equipment to be used.

The risk assessment needs to be related to where the session is being delivered. Candidates included information to reduce risks in connection with participants, for example, appropriate footwear, clothing, and removal of jewellery. They also included risk assessment of the area to be used. More information could be included on the risk assessment of equipment to be used beyond static equipment such as fixed goal posts.

Key Risk Assessment information

Step 5 on the risk assessment needs to include information about what could be done to reduce risks, this can include what is already in place and anything else that could be done. This can be in the form of a list of actions to be taken rather than a lengthy descriptive paragraph.

Task 4 – Leading a sports activity session

The evidence for this task is a Teacher Observation Record (TOR). The information on the TOR should include examples of how the candidate has met the criteria. There are four areas in the mark band criteria and TORs should include information for each of these.

Firstly, there should be examples of how the candidate followed their plan including specific examples of where the plan was adapted during delivery of the session.

The second area relates to how the candidate demonstrated leadership skills and knowledge during the session. This could refer to the leadership style demonstrated and practical demonstrations and explanations of skills being taught.

Thirdly how the candidate followed safe practice; this could be examples linked to areas from their risk assessment, setting up the session prior to it starting, checking the area to be used. It could include information on how equipment not being used was stored, or using part of an area, or moving to a different space to ensure safe practice.

Finally, the TOR needs to give examples of how the candidates communicated throughout their session and how effective this was. Along with what motivational techniques they used and how confident they were in using these.

Some centres used subheadings throughout their TOR to highlight the inclusion of each area on the mark band criteria.

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

For this task candidates need to review their sports activity session. Although the command words are describe and discuss, candidates should not describe each activity. They should focus their review on describing what went well and not so well in the different elements of the session. They need to support this with detail on how the planned activity would need to be adapted and for mark band 3 this should include specific and justified suggestions on the adaptations. This could be the time for each drill, for example the drill may have needed to be 10 minutes instead of 5. Their review then needs to include a justification for this specific adaptation.

Unit R186 General overview

For this series the set assignment sports were Athletics, Gymnastics, and Hockey. The set assignment asks candidates to focus one of these three sports and the use of media to their sports club.

Sport and the media

As a sports student at school, you were attracted to the course because you are a member of a local sports club. You know that your club is preparing to undertake a study of its current media use and is looking at ways to improve this. You must choose **one** of the three sporting activities below to be the focus of this study:

- Athletics
- Gymnastics
- Hockey.

In preparation for this study, you have to research the different sources of media that now cover your chosen sport. You will need to evaluate the media coverage of your chosen sport using only information you have gathered yourself.

Comments by Task

Task 1 – Media coverage of sport

Candidates should research all the types of media contained in the specification and then focus this on how each can improve the information for spectators for the sporting activity their club is involved with. Candidates then need to identify how their club could use these different media sources and how it can improve their club's engagement with spectators. Finally, candidates should recommend the most effective source of media to distribute information to spectators about their club's sporting activity.

Candidates covered all areas of the media and included links and images to support the information provided. At times this section of the task was quite descriptive of the media and not always focused on information for spectators, however it was clear that candidates had researched media and many included examples of media already used by their club along with the type of information it provided to spectators.

Candidates should also include more detail on their recommendations as to the media source that would most benefit their club. Some candidates provided this throughout Task 1 detailing advantages and disadvantages of each type of media. Information on digital media was generally covered in the greatest detail with different platforms discussed including recommendations as to their suitability.

Task 2 – Positive effects of the media in sport

For Task 2 candidates need to research the relationship between their club's sporting activity and the media including information on how they use each other to promote themselves and increase sponsorship revenue.

Candidates need to research how the media can promote links between the clubs sporting activity and the health and fitness industry.

The second element to this task is a recommendation of how the club could raise its profile through the media by using their lottery grant.

Candidates had researched the representation of their club's sporting activity in the media and the positive impact this had on their club. They provided examples to support their information. At times candidates did refer to other sporting activities to further support their point but most of the information focused on their club's sporting activity.

Candidates now need to also include more information on the relationship between the media and their club's sporting activity to show a detailed evaluation of how they use each other, particularly in reference to increased sponsorship revenue.

Candidates included information linking the club's sporting activity to the health and fitness industry and how this was also promoted in the media.

For the recommendation of the use of the lottery grant there was more information specific to media source(s) that could be used to raise the profile of the club. Some candidates included costings, but this is not a requirement.

Lottery grant



Candidates should focus on media sources to spend their lottery grant on rather than equipment, facilities, and kit.

Task 3 – Negative effects of the media in sport

For this task candidates need to research the negative effects using both local and national examples from the media.

This information needs to include the negative effect in relation to spectators and live performances, ethical issues surrounding the use of media, and the negative effects the media can have not only on the clubs sporting activity but also its participants.

Candidates described a wide range of negative effects of the media to their clubs sporting activity. They included many examples with slightly more focus on national representation. They now need to make sure they relate this back to spectators and participants as well as the club.

Candidates used other sporting activities at times to help support a point as a comparison between differing sports and the impact of the media.

Ethical issues were covered including different companies that sponsor their club's sporting activity on a national level.

Candidates should include local and national examples that support their knowledge of the negative impact on spectators, participants and their club's sporting activity.

Unit R187 General overview

For this series the set assignment sports were BMX Cycling, Kayaking, and a selected activity from the approved list. The set assignment asks candidates to focus on these three outdoor and adventurous activities.

Outdoor and Adventurous Activities

Your Sports department wants you to explore what provision is available across a range of Outdoor and Adventurous activities, in order to encourage more people to take part. You have been asked to put together a proposal for your teacher for an Outdoor and Adventurous activity.

Do this using the **three** Outdoor and Adventurous activities listed below:

- BMX cycling
- Kayaking
- a selected activity that you are interested in.

The third activity must be selected from the approved activity list, and must be accessible for your centre to participate in.

If this proposal is accepted, the Sports department will then have the opportunity to put this plan into action.

You will need to gather information about the different types of outdoor and adventurous activities which are offered both regionally and nationally. You will then create a plan and a risk assessment for an activity. You will also participate in an activity demonstrating the knowledge and skills required. Finally, you will evaluate your own performance and the benefits of participation.

Comments by task

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

For this task candidates need to research the provision available both regionally and nationally for the three activities and the organisations that provide this.

Candidates had researched regional and national provision. Information regarding the suitability of the provision for differing ability levels, equipment available to hire, other facilities available to support participation where applicable, for example supervision of the activity could be included for the different types of provision.

For activity organisations this needs to be linked to the activity areas and provision available.

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

There are four elements that need to be included for this task. Equipment for each activity area including the purpose of the piece of equipment. Secondly the type of clothing and why it is required. Thirdly information regarding safety aspects and technology that supports a safe and effective outdoor and adventurous activity.

Finally, the terrain, environment and climate for the activity. This section should also include the impact of each in connection to each of the activities.

Candidates included a variety of clothing and equipment and were able to differentiate between general clothing and equipment and specialist. They gave reasons for why this was required.

For safety, candidates linked this to equipment and clothing as well as technology. Some candidates discussed different technology available and then linked this to each activity.

Candidates included information about the different terrain, environment and climate but this was descriptive rather than discussing the impact on the outdoor and adventurous activities.

Terrain, environment, climate



Candidates should include the impact that the terrain, environment and climate have on the activities.

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

Candidates need to write a plan for participating in an outdoor and adventurous activity from the approved list. They should use the headings in the specification to be sure that all planning elements are included. Candidates also need to produce a risk assessment that is specific to the activity and location the activity will take place.

The final piece of evidence for this task is a Teacher Observation Record (TOR) detailing how candidates demonstrated relevant skills and knowledge as well as how they cared for and used equipment and followed safe practice.

By using the headings in the specification for their plan this will make sure that all aspects are covered in their plan. The plan should be written prior to the activity taking place and be specific to the location where the activity will take place. It is expected that there will be suitable supervision for safe practice and guidelines, but candidates should still include this information as part of their plan. Candidates could also include maps and diagrams of the facilities or route maps.

For the risk assessment candidates can use the risk assessment template that is part of the set assignment for R185. Similarly, they need to include risks that are specific to the activity and for Step 5 actions that are already in place and others that can help reduce the risk.

The TOR needs to detail how the candidate demonstrated their knowledge and skills in the activity. They also need to include detail on care and use of equipment along with how the candidate followed safe practice. Examples should be included to help support the mark given and the TOR should be personalised and individual to each candidate.

Risk assessment



Candidates could use the Risk assessment template from R185 for this task.

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

Candidates need to review what went well and not so well during their participation in the activity. This needs to be a discussion of the differing aspects rather than a description of the activity.

Candidates need to describe benefits related to mental, physical, and social aspects of participating; this could link directly to aspects of the activity to support how they benefitted from participating.

The final aspect to include is how the differing benefits can encourage wider participation giving reasons as to why they are of value to an individual. This can be supported by using examples from their participation in their outdoor and adventurous activity and link to mental, physical, and social aspects.

Wider participation



Candidates need to make sure they include information to explain how the benefits of participating can encourage wider participation, giving reasons as to why they are of value to an individual.

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