

Moderators' report

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

SPORT AND PHYSICAL ACTIVITY

**OCR Level 3 Cambridge Technical
in Sport and Physical Activity**

Certificate: 05826

Extended Certificate: 05827

Foundation Diploma: 05828

Diploma: 05829

**OCR Level 3 Cambridge Technical
in Sport and Physical Activity
Development**

Extended Diploma: 05872

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 grades, we may adjust them in order to align them to the national standard. Any adjustments to centre grades 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

It has been a really positive year for the Cambridge Technical in Sport & Physical Activity Level 3 course. Moderators have noted significant evidence of teachers effectively engaging with the unit content and command words, thereby boosting their confidence and creativity in teaching and assessment. The quality of video footage, which is submitted, is improving, and candidates are developing vocational skills, rather than merely meeting criteria. An example of this is in Unit 13 with videos showing some great communication and motivational skills when working with their clients as a PT. At times, centres face challenges in demonstrating teaching content instead of just following command words, but there is noticeable improvement.

Comments on individual units

Unit 2 – Sports coaching and activity leadership.

Most centres are now producing strong work for this unit as a result of being through the moderation process several times.

P3: Centres are reminded that the criteria is 'compare the roles and responsibilities', rather than 'compare the focus of the job roles.' Although the focus on job roles can be incorporated, candidates must compare the roles and responsibilities.

P4: There has been a significant improvement in P4, 'linking personality type and leadership style to the group stage of development'. New centres need to make sure they follow this approach and not just recall teaching content.

P6: Remember that the command is 'establish', so the evidence needs to show how the candidate 'established' (this is a doing task). It needs more than a PAR-Q as this doesn't inform planning in terms of experience or ability within the sport.

P7: 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.

P12: This criteria is often misunderstood, incomplete or not fully realised with candidates just reviewing their session, but the criteria does ask for specific things, i.e. compared to the plan and using feedback.

Compared to the plan: Did it follow the plan? Were the timings right or did you have to change the length of the game or add in a drill etc?

Using feedback: Refer to the feedback they got from participants at the end of the session. Many centres do a little slip with a scale from 1-5 and ask questions such as 'Did you enjoy the session?', 'Could you hear me?' etc.

M1 is still poorly assessed with candidates explaining the attributes rather than evaluating the importance of them. Candidates must do more than explain the attributes, i.e. which is most important? Are they all needed as much for all teams? Does the size of the group change it? Does the age of the group change the importance i.e. do you need better knowledge of the sport for adults than you do when coaching children?

D1 and D2: D1 is a planning criterion so the candidate is armed ready with ideas about how they might adapt their sessions. D2 is actually adapting during delivery so evidence is needed in their review and/or on the witness statement about what they changed and how the adapted in their sessions.

Unit 5 – Performance analysis in sport and exercise.

Assessment for learning



M3: Centres need to make sure that candidates are comparing and contrasting methods, not evaluating the methods. Evaluation might come into elements of their comparison but they must be comparing, for example observation vs videoing vs data mining for an individual in table tennis.

Candidates seem to enjoy this unit and centres are quite successful. M3 is the more challenging criterion that some candidates find difficult.

Profiles are well done and displayed well. Action plans are improving for D1.

Assessment for learning



This year, one of the best submissions for Unit 5 was when the candidates selected their situation, then did M3 for that one situation. With this, they discussed which methods they could use and how they compare (M3). Next, they selected a method and carried out the analysis (P6) and said why they picked it (M4). They gave the performer feedback and justified their choice of method (P7). They then analysed whether other methods might have been better (D2). Following this, they then did the same for the next situation. This flowed really well as opposed to doing P6, P7, M3, M4 and then D2.

D1: Action plans have improved but centres need to remember that a realistic plan does not have Week 1 Drill 1, Week 2 Drill 2...progression is centred on when the performer has mastered the skill and made progress at that step, then you move on, not based on the date! Candidates must also make sure there are opportunities to review; this can be post-test but ideally could include some mid-way measure or even just more subjective review opportunities with talking to their participant. Two or three areas for improvement is plenty to work on as candidates do not need to try to write an action plan for five different aspects.

Unit 6 – Group exercise to music.

This year, the work seen has shown some improvements from previous series, however there is still some room for improvements. The unit is focused on exercise to music and so the music should be key in the planning.

Candidates could be encouraged to have more variety within their sessions, so rather than doing burpees and press ups, candidates should be trying to find more varied and engaging activities. There are many resources online and on YouTube to help.

For example, instead of a standard burpee, it could be a half burpee, a burpee with a resistance band around their legs, a devil press, floor to skies etc. Again, instead a standard press up, it would be feet on a bench and press, incline press up etc. Other options could be instead of a standard plank it could be up down planks, plank pass throughs or planks with hand circles (on discs)

Assessors need to enthuse the candidates to come up with 'good' sessions. This will then translate to better delivery, but also the participants will react more positively as it is not the 'same old' session they have done six times that week!

Assessment for learning



P2: This requires candidates to select music and not just generally describe the legalities of using music in general.

Candidates need to include more variety and engaging activities (see the suggestions in the section above).

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 for training and applying this to training programmes. Evidence would suggest candidates have enjoyed working alongside peers as their PT. Speed-dating style practice exercises here have worked well for some centres, with them seeing a real improvement and confidence in their candidates. For example, speed-dating practising small talk to welcome a client, e.g. Hi, how are you? Good journey? How was your weekend?. This has translated into much better client consultations than a stilted 'Right. I am going to carry out tests' type consultation. Motivation skills have also improved through practising encouraging each other.

Assessment for learning



For 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 cover 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 assessing the most streamlined way of assessing is: P1, P2, P3 and M1.

P7: This requires one session to be recorded.

Unit 8 – Organisation of sports events.

This is a very successful unit. There has been evidence of some great events being run across the country, with mascots, inflatables, winter sports days and escape room types 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 such a great learning experience for the candidates and they gain valuable knowledge and skills through planning and delivering these events. Some centres deliver small scale events either due to time or resource limitations, however this unit is best done with a more challenging event as both staff and students get more out of this experience.

Assessment for learning



M2: This focuses on explaining 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 i.e. what is the impact of having a contingency plan or not having one? Often candidates say the impact of a first aider is so that no one gets injured. A first aider doesn't stop injuries, but rather treats them. This is also not the impact on the event!

M3: Candidates need to explain the impact of promotional material on their event i.e. how did their poster impact on their event? (This should not be an evaluation as this is D1). For example, 'it gave people information' is not the impact on the event. The impact is therefore that people turn up at the right time and place so the event can run as scheduled.

D1: Candidates need to evaluate their promotional material and justify their choices.

Using multiple methods of promotion makes 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 Yr 7 football/netball training, or volunteering at a local sports club, taking a Level 1 coaching or officiating award. The criteria states '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 well with some detailed and scientific evidence produced. Candidates are applying their knowledge well.

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 help candidates to meet the criteria. Or if they chose to draw in a computer programme then they need to evidence that they have done this, perhaps by including screenshots of the process.

Unit 11– Physical activity for specific groups.

This unit has definitely seen an improvement this series, especially with regards to P1 and P4 however the feedback and guidance from last year's report still stands.

P1 requires candidates to describe the provision. The guidance says candidates must describe how and why the target groups have been identified. There has been some good work produced referring to participation statistics to support why different target groups have been identified as needing intervention such as 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 people with disabilities provision could include adapted sports such as wheelchair basketball, wheelchair tennis, Boccia. Once this is described, candidates then need to add some more detail.

Session plans have varied in detail. Some centre 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, i.e. 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 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: This requires candidates to explain how providers can overcome the barriers, but also promote the benefits. Often candidates do not include 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 responses are very brief and only state one or two barriers or benefits for a group. While this is a large area and it is only a pass level criteria, candidates should still be encouraged to cover a range of points for each group.

P4: The 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 if/what activities are appropriate or not for the groups. For example, squats may not be ideal for a heavily pregnant female, nor might mountain climbers be possible for an obese person. Candidates should be encouraged to research what other activities this group could do. There is a lot of information available, for example 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.

Candidates have shown good knowledge of nutritional requirements, hydration and supplements. The knowledge-based aspects of this unit are done well with good examples to support their points.

Candidates find M1 challenging, as it requires them to analyse how the needs differ. This often translates in their work to explaining the requirements of one sport, a second one and then the third one -this does not analyse how the needs differ.

Assessment for learning



Make sure candidates provide the examples as indicated by the guidance, e.g. M1 requires three different sports. This criteria also requires candidates to analyse the differences. It is not acceptable for candidates to describe the requirements of one sport, a second and a third. This does not analyse the differences.

Suggestion: Have a table with details about three sports, including calories, nutritional requirements, hydration for the candidates to complete/research. Then, using this information, they can write their own thoughts to say how these differ, e.g. you can see that the marathon runner needs more calories than the weight lifter.

Unit 13 – Health and fitness testing for sport and exercise.

Centres seem to have found this unit more challenging. 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 info, decide 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 in every testing session for this plan. That is not realistic to how this process would work for a PT. They may initially test a client with all the tests, depending on their PAR-Q and health, however following on from screening they would use then test 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 is 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 the test and then stop the recording.
7. Record results and give client the feedback.

Unit 14 – Working in active leisure facilities.

There are not many centres who access this unit, however when it is completed, 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 Lloyds. There is good analysis work shown and clear evidence of demonstrating different tasks.

Assessment for learning



P7: This requires cleaning **and** tidying in two environments.

P8 – P11 and M2: These 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 improved a lot over this latest series. Assessors have been much more focused on the command words and guidance. Candidates' work has covered chronic and acute injuries and explained all the factors affecting the risk of injuries. We have seen an improvement in D1, which is analysing the measures but this is still something for centres to be aware of. Rehab plans for P10 are well written. It seems to work well when candidates do M4/justifying their steps and D2/anticipate how you might adapt them, as they work phase by phase through their rehab plan, e.g. remodelling phase explain exercises, justify the choice of exercises (M4), suggest how they might adapt the exercises such as make them harder, easier etc (D2). This seems to work better than doing all the plan first, then doing all the justification followed by doing all the adaptations.

Assessment for learning



P1 & P2: This must cover all the acute and chronic injuries and psychological effects listed in the specification .

P3: This must cover all the points listed in the teaching content.

P4: This is a practical command. Candidates must take 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 does not provide evidence for P5.

M1: This is a challenging criterion; 'analyse the way in which the injury occurs and physiological and psychological effect'. Candidates need to analyse at the beginning which means more than describe/explain. They also need to make some reference to how the injury happened and the physiological effects and repeat for psychological effects.

D1: The command word for this criterion 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 candidates 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. Candidates should be encouraged to do sports which they perform best in and not enter whole classes for sports unless they have no alternative.

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. By using bibs, shirt numbers and colours and describing what they are wearing, this will all help a moderator to be able to identify which candidate is which.

All learning outcomes must be filmed. Learning Outcome 3 which involves OAA must be filmed in the outdoors.

Assessment for learning



Guidance says footage must be in a competitive situation so centres do not need to film lots of drills showing various skills. They need competitive footage only. 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: An example of creativity in the teaching content being a shot between their legs is not a realistic example of creativity. Creativity and flare 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 A Level Physical Education (H555) [textbook](#) which would be useful to use when teaching this unit.

Learning Outcome 2 does cause some issues. M2 is 'explain the possible ways a performer can attribute' – this is outlined in the specification:

2.1 Weiner's model of attribution, i.e.

- Locus of causality
- Stability
- How individual could attribute success or failure, i.e.
 - Internal stable (e.g. ability)
 - Internal unstable (e.g. effort)
 - External stable (e.g. task difficulty)
 - External instable (e.g. luck)

Many centres are including these four bullets in P2, which makes sense, but then writing about mastery orientation and learned helplessness for M2. While mastery orientation and learned helplessness need to be taught, they are not attributions, so do not 'answer' the M2 criteria. Mastery orientation is the outcome of effective attributions and learned helplessness is the opposite.

D1 requires candidates to explain how a coach can use attribution retraining. This is not use of goal setting, praise or role play. These are coaching methods or techniques. Attribution retraining is about changing the reasons a performer gives when they come off the pitch. The best way to do this is through scenarios.

Assessment for learning



D1: A player comes off a pitch and says 'We only won because we were lucky'. This takes away the win from them (internal) and puts it to luck (external). How would a coach change this?

'No, you won because you tried hard. Think of all the effort you have put into training...' This puts the win down to internal factors. This builds confidence ...etc.'

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: This requires candidates to analyse 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 many centres take as it's mainly on the extended diploma route. However when it is selected as an option, it is done very well with many candidates accessing the distinction grades. There is quite a lot of content in the unit and some candidates do not manage to focus on the criteria. The examples produced are generally good and required but candidates must remember to explain the impact, effect or influence on sport or society depending on the criteria.

Assessment for learning



P5: The command word is 'evaluate'. Candidates must evaluate the strategies not just describe them.

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