

Moderators' report

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

SPORT AND PHYSICAL ACTIVITY

**OCR Level 2 Cambridge Technical
in Sport and Physical Activity**

Award: 05889

Certificate: 05885

Diploma: 05886

Summer 2025 series

Contents

Introduction	3
Online courses	3
General overview.....	4
Comments on individual units	5
Unit 3 – Inclusivity, equality and diversity in delivering sport and physical activity.	5
Unit 4 – Leading sport and physical activity sessions.....	5
Unit 5 – Customer service in sport and physical activity.	6
Unit 6 – Components and principles of fitness training for sport and physical activity.	6
Unit 7- Practical Sport.....	7
Unit 8 - Assisting sports coaching.....	7
Unit 9 - Fitness induction and testing.....	7
Unit 10 - Using fitness equipment.....	8
Unit 11- Assisting in the delivery of exercise and fitness sessions.	8
Unit 12- Assist in the maintenance and cleaning of an active leisure facility.....	8

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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.

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 Cambridge Nationals suite 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 module on online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

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

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **online courses** from the dropdown.

These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

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

General overview

The Level 2 course has performed similarly to earlier series. Moderators have observed a mixed range of work, some with strong evidence. When some portfolios need more support, this is often influenced by the varied demographics of the candidates. Candidates with developing literacy skills may find it challenging to fully express their points, resulting in concise submissions. Experienced centres who have delivered the course for a number of years have developed strong assessment methods in order to overcome these barriers, such as producing video or voice note evidence. It is important for centres to focus on command word work and assessment guidance, with a particular emphasis on Unit 3.

Comments on individual units

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

This mandatory Level 2 Unit, is quite challenging, however centres appear to be developing in confidence with the content and assessment of this unit.

Learning outcome 1 is generally done well, although candidates do find describing and giving examples for direct and indirect discrimination more difficult.

The quality of promotional material varies significantly – basic evidence is a standard poster with an image that demonstrates equality, diversity and inclusion (E, D & I). Stronger evidence has a strategy of how they will promote the event covering things like where they will promote, getting materials produced in Braille etc.

Session plans again show mixed quality – some are basic and standard sessions 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 outcome 2 and 3 should be as practical 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. Moderators have seen a range of evidence produced, and centres are reminded that if they are using witness statements, these should be personalised to the individual.

Assessment for learning



P3: The command word is 'gather' information required to plan a session. To demonstrate this, candidates need to actively do something to gather the information they need to plan a sports session. Information gathered should include factors 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 etc.

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 a session.

Unit 5 – Customer service in sport and physical activity.

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

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

Some centres have been confused by Learning outcome 4 as to what is classed as a straightforward or a complex complaint.

OCR support



Learning outcome 4 responses could include:

- simple: no toilet rolls in the toilets, changing room floor was dirty, the fitness class was overcrowded, locker is jammed shut
- complex: error with a booking form, 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 customer want a refund, claims about inappropriate behaviour from a staff member, health and safety complaint.

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

Candidates have successfully completed this unit showing some good knowledge and understanding of fitness training. Evidence has generally been well supported with practical examples. As candidates can apply their knowledge to sports of their choice, they appear to enjoy this unit as they possibly deem it more interesting. Learning outcome 1 and Learning outcome 2 provide a good challenge for Level 2 candidates, which includes 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 challenging task, especially for Pass Level candidates. Assessors need to best consider how they will help candidates to develop this skill in order 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

Centres have provided strong evidence for this popular unit with candidates. 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 and Distinction) and 10-15 minutes of their officiating performance.

Unit 8 - Assisting sports coaching

When combined with Unit 4 and made into a project for the candidates, this unit is always well completed

Candidates don't have to plan and deliver their own sessions as the main focus on this is assisting. P2 requires candidates to select a plan and P3 requires them to deliver a coaching activity. In many circumstances, candidates have continued to deliver their own session and achieved distinction grade.

Unit 9 - Fitness induction and testing.

This is quite a practical unit and will give the candidates some good skills for working in the fitness industry. When the criteria and guidance are followed, this unit is generally done to a good standard.

Assessment for learning



P2: Candidates need to create a PAR-Q, not just locate one to use 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 applied unit includes some practical aspects and as such, assessors must make sure they follow the guidance to check 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 tick list - yes/no. These checklists need to have some detail about what they are checking/looking for.

Unit 11- Assisting in the delivery of exercise and fitness sessions.

Candidates tend to engage well in this practical unit. Better evidence for the delivery of sessions include recordings or annotated photographs rather than just relying on witness statements. 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, and therefore 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 are only expected 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 it works well if centres gain evidence while they do this. P3 - P11 are all practical commands: conduct, demonstrate, assist with. It can be fairly easy to generate the evidence. If candidates can take photos of each other or film each other during the activities. 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. Assessors need to carefully read the guidance and make sure they achieve the different requirements. Videos, annotated photographs and detailed witness statements work well in this unit.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

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

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

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.

Signed up for ExamBuilder?

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Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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 the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

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?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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?

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

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

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