

## **CAMBRIDGE TECHNICALS LEVEL 2 (2016)**

*Moderators' report*

# ***SPORT AND PHYSICAL ACTIVITY***



**05889, 05885, 05886**

## **2019 series**

Version 1

# Contents



Introduction .....3

General overview .....4

    Comments on Individual Units .....5

    Most common causes of centres not passing.....7

    Avoiding potential malpractice.....7




**Would you prefer a Word version?**

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other ...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as ...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



**We value your feedback**

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

## Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our 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 comments on the quality of centre assessment decisions against individual Learning Outcomes. This 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.

### Note to Centres

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so candidates can have 2 further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables candidates who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

## General overview

It has been a successful and encouraging year this year with candidates making good progress and achieving some good grades on this course. Centres have been really open to visiting moderators' feedback, taken it on board resulting in candidates producing some really creative, realistic and innovative work. Centres are becoming much more confident on unit content and are consistently following the unit guidance, with moderators seeing much more consistent application of theory to relevant sport and exercise examples.

Evidence produced has been very varied including written reports, annotated photographs, leaflets, presentations and practical performance. Witness statements have generally improved with regards to detail and being individual to the candidate, however this is still an area for some assessors to work on.

Centres are reminded to use the guidance provided in the unit specification and to follow the command word required, with practical commands requiring evidence of a practical response.

### Note to Centres

For all students starting the course in September 2019 and taking practical activity units please make sure that they select from the approved list of activities, this can be found within the planning and teaching section on the subject page of the OCR website.

Students certificating in Summer 2020 are not affected by this change.

A Subject information update was issued to all centres in July 2019 to inform them of this update and a further reminder will be sent in September. The text of the July SIU (and all SIUs) can be found within the Administration tab on the subject page of the OCR website.

## Comments on Individual Units

Comments are only provided for a few units as there has not been enough evidence produced across enough centres to be able to give any meaningful feedback.

While specific unit requirements will obviously vary, general points raised in respect of Level 3 units are equally relevant for Level 2 – for example around best practice on witness statements or aspects of delivery. Centres are advised to review comments on Level 3 units which may assist in delivery of Level 2 assessment which are similar in nature – for example Level 3 Unit 2 (Sports coaching and activity leadership) guidance may well be applicable to parts of Level 2 Unit 4 (Leading Sport and Physical Activity Sessions) and Unit 8 (Assisting Sports Coaching).

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

This has been well delivered and well assessed in general. As long as assessors follow the guidance outlined in the unit specification then candidates have performed well, often achieving distinction grades.

Areas that centres struggle with:

When centres are new and not used to following the unit guidance sometimes they have missed the fact that for P1 all terms from the teaching content must be covered and for P2 all protected groups identified in the teaching content must be covered.

### Unit 4: Leading sport and physical activity sessions

Candidates seem to have enjoyed the practical nature of this unit and delivered some well-planned sessions. Learning outcome 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 uses 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 has been a range of evidence produced and centres are reminded that if they are using witness statements then they should be personalised to the individual.

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

This has been a successful unit with candidates showing some good knowledge and understanding of fitness training. Evidence has generally been well supported with practical examples.

Areas that centres struggle with:

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 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, e.g. for P2 candidates must look at a minimum of three sports or physical activities.

## Unit 7: Practical Sport

As of September there will be a list of approved sports for this unit. This will identify sports that candidates can be assessed in for both individual and team sports. All students starting the course in September 2019 and being assessed September 2020 onwards must choose from these lists.

This must be applied to new cohorts of candidates that start the course in Sept 2019. Details can be found on the OCR website at the link below:

<https://www.ocr.org.uk/Images/546493-approved-activity-list-for-cambridge-nationals-and-cambridge-technical.pdf>

## Most common causes of centres not passing

Not following unit guidance, for example, when guidance says candidates must cover two sports or must have sporting examples; some centres didn't make sure that candidates did this so the candidate's work did not meet the requirements.

Not following the command words, for example, candidates "explaining" when the assessment criteria state "evaluate" or candidates providing a written response describing what they would do when the command word requires a practical response such as evidence of the candidate responding or delivering an activity such as a fitness test.

## Avoiding potential malpractice

Witness statements need to be personalised to the candidate and not just copied across whole cohorts. The task description can be generic but how the actual candidate performed when carrying out the task must be specific to the candidate.

For group tasks, candidates should still generally be producing their own evidence for the criteria, or witness statements need to make it clear what each candidate did in order to meet the criteria.

## Supporting you

For further details of this qualification please visit the subject webpage.

### Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

### Mark grade boundaries

Find the grade boundaries for this series on the [OCR website](#).

## CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

[www.ocr.org.uk](http://www.ocr.org.uk)



## OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

## Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

[www.ocr.org.uk](http://www.ocr.org.uk)

OCR Customer Support Centre

### Vocational qualifications

Telephone 02476 851509

Facsimile 02476 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge  
Assessment

