

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Summer 2022 series

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Introduction

Our Lead 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 comments on the quality of centre assessment decisions against individual Learning Objectives. 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.

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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General overview

It has been a difficult few years for many centres due to the continuing impact of the Covid-19 pandemic. Moderators are very aware of this and have tried to be as accommodating as possible, appreciating that many tasks have had to be done remotely, or within tight restrictions. However, across the team we have seen a drop in the quality of work across many centres. Assessors must pay attention to the guidance in the unit specification as this gives clear guidance if there are specific things that must be covered, for example in Unit 17 it says that certain injuries must be responded to, yet we have seen many centres writing about the injuries, rather than responding to, and not covering the injuries that the specification lists. This is just one example where it is written in the unit that certain aspects must be covered and yet centres are not following this. We encourage assessors to refresh themselves with both the grading criteria, paying attention to the command word, and also the guidance in the unit specification. Some new centres have joined the qualification and submitted some excellent work showing that despite Covid-19 it can be done. For those who feel they need some support we would encourage you to look at the Continuing Professional Development (CPD) courses OCR run, and have been running remotely for quite some time. Feedback from teachers on these courses has been extremely positive and has resulted in some really good work being produced.

Comments on individual units

Unit 2 – Sports coaching and activity leadership.

We see some fantastic plans and work for this unit, and we see some brief and basic work.

Assessment for learning



P3: the command word is 'compare' the roles and responsibilities. This means candidates must compare the roles and responsibilities between teachers, coaches and activity leaders. Be careful that candidates do not describe one, then the next and then next. This is not a comparison.

P4: The criteria requires the candidates to explain how leadership style and personality type can support different stages of group development – NOT just repeat all the teaching content. Assessors need to teach the info about personality type, leadership styles and group stages but the candidates need to produce evidence which draws this together and 'uses' the information.

Candidates need to explain which leadership style and which personality type would support the group at the forming stage, then the norming stage and so on.

M1: The command word is 'evaluate'. Candidates need to do more than just explain the attributes. Which is most important? Are they all needed as much for all types of groups – size and age?

P5: Candidates do not need to write out all of the descriptions for the classifications. The criteria states 'demonstrate methods'. The candidates are meant to demonstrate the practice types. When centres have done this well, the candidates have lead drills for each other on the different practice types and then taken photos of each other doing this and annotated them saying 'this is me leading a fixed practice for the basketball free throw. This is because it is a closed skilletc' And then include some peer and self-assessment. Other centres have provided a detailed witness statement. While it can be done through delivery of the six coaching sessions it is harder to make sure it meets requirements. The criteria comes before the planning stage and is designed to be practised to prepare the candidates to be coaches but also because the guidance says needs to cover a range of practice types for each skill classification – this is often not suitable for some sports as they don't require some types of practices.

P6: This is a practical command – establish the needs. Candidates need to find out what the needs are of the participants they will be planning sessions for. The evidence therefore needs to support them finding it out such as questionnaire, notes made from observing the group or emails sent to the class teacher.

D1: The criteria says how might sessions need to be adapted. This should be done before delivery and is focused on the candidate planning and therefore being ready in a session to be able to adapt the session because they have thought about it in advance. It is not how they adapted in the past tense – this is more a feature of D2. D1 requires candidates to give ideas about how they would adapt their plans if participants are finding the session to easy and similarly if they are finding it too hard.

M4: This requires candidates to explain how safety was maintained throughout the sessions. The command word is 'explain'. Submitting a risk assessment does not do this.

Unit 5 – Performance analysis in sport and exercise.

Some good profiling and analysis has been seen in this unit. Centres have been better at showing evidence of using analysis methods and candidates giving feedback for the three scenarios outlined.

Assessment for learning



M3: Centres need to make sure candidates are comparing and contrasting methods – not evaluating methods.

Unit 8 – Organisation of sports events.

Despite the pandemic we have still seen evidence of some great events being run across the country, with mascots, inflatables, innovative games and activities for sports day type events. It has been great to see candidates engaging and enjoying leading such events after not being able to for so long. 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. Well done to those centres who really got involved with this unit.

Assessment for learning



M2: Says explain in detail health and safety, contingency and feasibility. Handing in a risk assessment does not explain in detail health and safety.

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 year seven football/ netball training, or volunteering at a local sports club, taking a Level 1 coaching or officiating award.

Unit 10 – Biomechanics and movement analysis.

This unit is done really well with some detailed and scientific evidence produced.

Assessment for learning



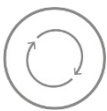
M3 requires candidates to draw a free body diagram. They cannot cut and paste an image from the internet – they must draw it – however stick people are fine and help candidates to meet the criteria.

Unit 11 – Physical activity for specific groups.

P1 requires candidates to describe the provision of physical activity for specific groups. The guidance says candidates must describe how and why the target groups have been identified. We have seen some good work produced which referred to participation statistics such as the Active Lives survey which support why different target groups have been identified as needing intervention. 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 disabled people provision could include adapted sports such as wheelchair basketball, wheelchair tennis, Boccia.

Session plans have varied in detail. Some centres 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. While you can technically do this as children or adolescents are target groups if 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



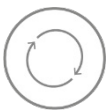
M1: Requires candidates to describe how providers can overcome the barriers – but also promote the benefits. Often candidates forget this second aspect and only suggest solutions to barriers and do not refer to how providers can promote the benefits.

P2 and P3: Often candidates are very brief and only state one or two barriers or benefits for a group. While this is a big area, and it is only a pass level criteria, candidates should still be encouraged to cover a range of points for each group.

P4: Guidance states that this requires a case study.

Unit 12 – Nutrition and diet for sport and exercise.

Assessment for learning



Make sure candidates provide the examples as indicated by the guidance, e.g. M1 requires three different sports. This criterion also requires candidates to analyse the differences – it is not acceptable for candidates to describe the requirements of one sport, then another and then another. This does not analyse the differences.

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

Centres seem to have struggled with this unit somewhat. Assessors need to think about this unit and follow it like a personal trainer (PT) 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 information decide on 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 every testing session for this plan. That is not realistic to how this process would go for a PT. You may initially test a client with all the tests, depending on their PAR Q and health, however following on from screening you would use tests 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.
7. Record results and give client the feedback.

Unit 17 – Sports injuries and rehabilitation

This unit has shown mixed performance this year. Existing assessors have delivered and assessed this well. New centres or new assessors do not seem to have paid attention to the guidance in the unit as much as required. See points below to watch out for.

Things to watch out for:

Assessment for learning



P1 and P2: Must cover all the acute and chronic injuries and psychological effects listed in the spec.

P3: Must cover all the points listed in the teaching content.

P4: This is a practical command. Candidates must take the 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.

P10: Overall plans are done well but sometimes candidates rush the end stages. Encourage candidates to plan gradual return to their sport.

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. There have been some misunderstandings where centres have the impression that all students should be submitted for the same two sports, and they should teach and coach these over the year. This is not likely to help candidates to achieve their best grades.

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. Using bibs, shirt numbers and colour, describing what they are wearing all help a moderator to be able to identify who is who.

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. 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: The example of creativity in the teaching content is a shot between their legs. This 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 Physical Education (PE) A Level textbook which would be useful to use when teaching this unit.

Assessment for learning



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: Requires candidates to analyse the how the psychological impact differs. Again, explaining one then the other is not analysing how they differ.

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