

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

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 turbulent few years but centres have done a good job with Level 2 work with lots of unit grades being confirmed. Work produced has been clear and organised. Sometimes a little brief but practical delivery has been well evidenced. 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

Comments on individual units

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

Learning Outcome 1 is generally done well although candidates do find it hard to describe and give examples for direct and indirect discrimination. Plans and promotion have been of a good standard with candidates showing some good knowledge and understanding of ensuring inclusive, equal and diverse sport and physical activity sessions.

Assessment for learning



Assessors must make sure they read and follow the guidance.

P1: requires all terms from the teaching content to be described.

P2: There is specific guidance about covering all the groups under 'protected characteristics'.

P3: candidates must identify ways to make sure inclusivity, equality and diversity in relation to the sport or physical activity they plan for P4. any guidance for future teaching and learning.

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 outcomes 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 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. 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.

Assessment for learning



P3: Gather information required to plan a session. This means the candidates need to do something in order to gather the information they need in order to plan a sports session. This should include things 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.

M1: Plans for must be for different types of sessions – see teaching content 2.1

LO4: Candidates do not need to review all their plans/ sessions. The criteria states review a session.

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.

Assessment for learning



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

This has proved to be a popular unit among candidates and centres have evidenced this well. The list of sports the candidates can choose from is listed in the unit.

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