

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Moderators' report**

# **SPORT AND PHYSICAL ACTIVITY**

**05826–05829, 05872**

**Summer 2023 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 examiners on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre examiners will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by examiners 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

Centres still appear to be struggling with the impact of COVID. Many centres are commenting on issues with candidates' mental health and how this is affecting attendance at centres and therefore quality of work has dropped. It has been a year of two halves – some centres have picked back up from COVID and really enjoyed the units, being able to deliver them with a more hands on approach again, resulting in some very strong work. Other centres are still struggling to produce the quality of evidence required in a Level 3 course. As previously, we would really stress to centres the importance of following the assessment criteria, paying particular attention to the command word. Many centres have had units unclassified due to providing written work for practical criteria such as 'respond', 'take steps' or 'select and use'. Centres who have followed unit guidance and command words have produced some very strong evidence with some innovative ideas like podcasts, presentations with videos embedded in them and candidates producing their own websites for their sports event for Unit 8- all of which have been great to see.

## Comments on individual units

### Unit 2 – Sports coaching and activity leadership

We have seen some fantastic plans and work for this unit as well as some brief and basic work. Overall, quality of lessons plans is getting better and where centres have had feedback regarding P4 and P5, there is now some very good applied knowledge for P4 and good videos and annotated photos for P5.

#### Assessment for learning



P1 - P3: The criteria refer to sports coaches and activity leaders so centres must make sure candidates do not just focus on the sports coach.

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. Candidates should not just repeat all the teaching content. Examiners 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. They need to consider:

- 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 as the command word. 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, 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 skill etc.' Along with this, they have then included 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.

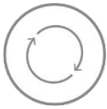
D1: The criteria states how sessions might need to be adapted. This should be done before delivery and is focused on the candidate planning and therefore being ready in a session to be able to adapt the session because they have thought about it in advance. It is not how they adapted in the past tense,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

M4: This requires candidates to explain how safety was maintained throughout the sessions. The command word is 'explain' and 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



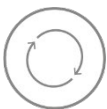
M3: Centres need to make sure candidates are comparing and contrasting methods and not evaluating methods.

## Unit 6 – Group exercise to music

This unit is either well done or misunderstood. The focus of this unit is 'to music' therefore music must be key in the planning and significant in the delivery. This is not just a training unit with exercise in the background.

When centres have grasped the concept of exercise to music, we have seen some excellent delivery of HIIT sessions and yoga classes with candidates showing real potential to be sports instructors in the future.

### Assessment for learning



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

P6: This must be recorded, with candidates delivering their own sessions. #

## Unit 8 – Organisation of sports events

We have seen evidence of some great events being run across the country, with mascots, inflatables, winter sports days and escape room type events. It has been great to see candidates engaging with the unit so well. While it is hard work for both candidates and examiners, 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: It states '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 Yr 7 football/netball training, or volunteering at a local sports club, taking a Level 1 coaching or officiating award. The criteria references '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.

### Assessment for learning



M3: This requires candidates to draw a free body diagram. They cannot cut and paste and image from the internet. It must be drawn, however stick people are fine and help candidates to meet the criteria.

## Unit 11- Physical activity for specific groups

P1: This requires candidates to describe the provision. The guidance states candidates must describe how and why the target groups have been identified. We have seen 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 disabled people provision could include adapted sports such as wheelchair basketball, wheelchair tennis, Boccia, and then adding some extra 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. 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 quite a lot to cover in these 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 forget this second aspect and only suggest solutions to barriers and do not refer to how providers can promote the benefits.

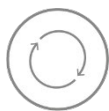
P2 - P3: Often, candidates are very brief and only state one or two barriers or benefits for a group. While this is a big area and it is only pass level criteria, candidates should still be encouraged to cover a range of points for each group.

P4: Guidance states that this requires a case study.

P5: Candidates are required to produce plans for two groups. Centres need to make sure candidates are aware 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.

## Unit 12 – Nutrition and diet for sport and exercise

### Assessment for learning



Ensure 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. Examiners 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 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 in 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 examiners have delivered and assessed this well. New centres or new examiners do not seem to have paid attention to the guidance in the unit as much as required.

### Assessment for learning



P1- 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.

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. There have been some misunderstandings where centres have the impression that all candidates 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.

All learning outcomes must be filmed. LO3 which involves OAA must be filmed in the outdoors.

### Assessment for learning



Guidance says footage must be in 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 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: 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 not that many centres take as mainly on the extended diploma route, however when it is selected as an option it is done very well with a high number accessing the distinction grades.

### Assessment for learning



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

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