

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

Summer 2023 series

Contents

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

Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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 redeveloped Cambridge Nationals suite from September 2022 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 introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

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

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

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

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 > Export to** 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).

General overview

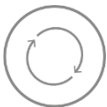
Centres have worked well with Level 2 with lots of unit grades being confirmed. Work produced has been clear and organised. Sometimes a little brief but practical delivery has been well evidenced. Centres are becoming much more confident on unit content and are consistently following the unit guidance, 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: This 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: Assessors must read 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 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 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: The command word is 'gather' information required to plan a session. This means the candidates need to do something 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 5 – Customer service in sport and physical activity

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

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

Learning outcome 4 can cause some confusion for centres regarding what is classed as a straightforward or a complex complaint.

OCR support



Learning outcome 4 responses could include:

- simple: Toilet roll is empty, changing room floor was dirty, the fitness class was overcrowded, locker won't open
- complex: error with a booking, 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 they want a refund, claim about inappropriate behaviour from a staff member, complaint regarding first aid or safety issue.

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. candidates seem to enjoy this unit, perhaps due to the fact candidates can apply their knowledge to sports of their choice and therefore it is deemed more interesting. Learning outcome 1 and Learning outcome 2 provide a good challenge for Level 2 candidates, 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 hard task, especially for pass level. Assessors need to give some thought to how they will help candidates to develop this skill 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.

Unit 8 – Assisting sports coaching

This unit has been done really well when combined with Unit 4 and made into a project for the candidates.

Unit 9: Fitness induction and testing

If the criteria and guidance are followed this unit is generally done well. It is quite a practical unit which will give the candidates some good skills for working in the fitness industry.

Assessment for learning



P1: Must describe two health screening tests.

P3: Must carry out two health screening tests and a PAR Q.

P6: 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

An applied unit which includes some practical aspects. Assessors must make sure they follow the guidance to make sure 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 list yes/no. They need to have some detail about what they are checking/looking for.

Unit 11 – Assisting in the delivery of exercise and fitness sessions

This is a practical unit which candidates tend to engage well in. Recordings or annotated photographs as evidence for the delivery of sessions rather than just relying on witness statements would make better responses.

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 – so 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 only have to deliver 15 minutes, the session plan does need to plan for 30 minutes.

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?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

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

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & 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 2023 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.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.