

Sport Science/Sport Studies

Unit **J802**: Level 1/2 Cambridge National Award in Sport Science
Unit **J812**: Level 1/2 Cambridge National Certificate in Sport Science
Unit **J803**: Level 1/2 Cambridge National Award in Sport Studies
Unit **J813**: Level 1/2 Cambridge National Certificate in Sport Studies

OCR Report to Centres

January 2013

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Cambridge National

Cambridge National in Sport Science J802 – J812

Cambridge National in Sport Studies J803 – J813

OCR REPORT TO CENTRES

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Overview

This is the first series in which these two Sport qualifications have been assessed following their accreditation for first teaching from September 2012. They have been designed to meet the requirements of the Wolf Review of vocational qualifications while also maintaining links with their most direct predecessor, the OCR Nationals in Sport.

The Cambridge Nationals in Sport Science and Sport Studies differ from their predecessor in a number of ways, most notably in containing an examined unit in each qualification; assessing Level 1 and Level 2 combined, giving a greater range of grades available (including Level 2 Distinction *), and in having different moderation options, namely repository, postal and visiting.

Entries in this first series were encouraging, if modest, and it is clear that some centres have already established effective methods of delivery for some of the units available. Because of the limited number of entries, the following report is fairly brief for all units with the exception of Cambridge Nationals in Sport Science unit *R041: Reducing the risk of sports injuries*, where there is sufficient evidence for a full report to be provided. It is hoped that the information contained in this report for the other units will nonetheless be useful in reminding deliverers of some key points looking ahead to June 2013 and beyond.

R041 Reducing the risk of sports injuries

General comments

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A 'levels of response mark scheme' relates to the final question – Q15. The mark scheme for this final question has a number of criteria separated into levels. These levels also include statements related to the quality of written communication. The levels of response mark scheme also includes indicative content that is expected in this question and this content is also taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 14.

This examination paper includes a multiple choice question which was answered well by the majority of candidates. Candidates are reminded that they must check near the end of the examination that they have answered all the questions set. There was little evidence to suggest that candidates struggled to complete the paper within the time allowed. Generally candidates used their knowledge and skills appropriately but some had difficulty with any questions that included technical vocabulary found in the specification, for example Scoliosis and chronic injury.

Many candidates were well prepared for this examination and were at the appropriate level to be examined in this session. However, a significant number of candidates were not fully prepared for this examination and subsequently scored few marks. Some candidates left large chunks of the question paper unanswered which suggests that they had not yet been taught the subject matter or they were not able to tackle an examination paper yet in this subject and at this level. The specification content had been covered effectively by many centres with candidates showing appropriate knowledge and understanding in many topic areas.

The 'command' word 'describe' was often used in questions but many candidates merely gave short lists which did not give the depth of information required. The command 'explain' demands more detail than 'describe' with candidates expected to give reasons rather than merely characteristics in their responses.

Some questions demanded that practical examples should be used. In many cases candidates ignored this demand and therefore could not access all the marks available. Centres should remind candidates to give examples when requested and to make sure the examples are well linked to their theoretical answer.

Question 15 demanded more extended writing from candidates and some took to this with relish and wrote fluently and concisely giving practical examples. Others merely wrote in note form and were unable to access the full range of marks because the quality of their written communication was not appropriate for this level of examination.

Centres are advised to refer closely to the requirements of the specification when creating teaching and learning programmes or schemes of work. The examples and definitions given in the specification often appear in the mark schemes, so the more familiar candidates are with the contents of the specification, including the vocabulary used, the better prepared they will be for the examination in this unit.

Comments on individual questions

Question 1

Most candidates showed good knowledge of the RICE principle but some candidates did not explain and merely listed the words represented by each letter of RICE. Better candidates gave reasons for each aspect of the principle for example ice used to limit the swelling.

Question 2

Most candidates recognised the common sports injuries but many struggled with the difference between abrasions and contusions and some merely repeated the word fracture for an example of a fracture. Candidates are reminded that they should use material in their answer that is largely different from that used in the question to show that they understand the example, concept or the principle involved.

Question 3(a) and 3(b)

Candidates showed good knowledge of three extrinsic factors and some then went on to describe them well. Some candidates misunderstood the nature of extrinsic factors and commented about an athlete's fitness or health, which are clearly intrinsic factors.

Question 4

Candidates often showed a good understanding of the individual variables that can influence the risk of injury and had obviously been well prepared by their centres using the variables listed in the specification. Some excellent answers included accounts of how nutrition, sleep and age could influence injury. This is a four mark question so candidates are expected to explain (rather than list) four separate points to score full marks.

Question 5

Candidates showed a very good understanding of a suitable cool down for a rugby player and described exercises that lower the pulse or heart rate and stretching that decreases the onset of muscle soreness.

Question 6

Most candidates correctly identified heat packs as the only one response that is unsuitable for a muscle sprain. Multi-choice question/s will be a feature of this paper and centres are advised to prepare candidates for multi-choice questions by them using a process of elimination and then a final decision based on a thoughtful analysis of the question.

Question 7

Many candidates identified at least two symptoms of epilepsy and many went on to give at least two ways of treatment. This question was answered very well by the majority of candidates many of which showed a detailed and sympathetic understanding of this illness.

Question 8

Most scored well for this question with accurate symptoms for diabetes with some even distinguishing between Type One and Type Two diabetes – not asked for by the question. Most candidates scored at least two marks in this three mark question.

Question 9

Candidates were mostly baffled by the medical condition of scoliosis. Those that had a vague idea scored a few marks but many did not even attempt this question. Centres are reminded that any aspect of the specification can be examined so all the specification content needs to be delivered to candidates.

Question 10(a) and 10(b)

Some candidates were confused by the terms used in the question and got their answers the wrong way round. The majority of candidates did recognise what an acute injury is and what a chronic injury is – fewer gave an appropriate practical example for each type of injury or did not attempt to give an example as required by the question.

Question 11

This question on risk assessments proved to be a good discriminator between those candidates who knew the theory and those that knew the theory but could also apply it to practical situations. The question asks for practical examples but a surprising number of candidates did not give any examples and therefore could not access the full range of marks available. The better candidates explained well different ways of assessing risks such as checking the facilities or the equipment or participants and then gave really good examples of this in action, for example the referee checking whether the players in a football game were wearing jewellery.

Question 12

The candidates who read this question carefully and gave a full account scored well. Candidates were expected to explain three environmental factors that could affect a cool down. Some gave an excellent account of how the type of facilities available affected the cool down as well as the weather and the temperature. The low scoring candidates did little more than describe the nature of a cool down and therefore did not answer the question set.

Question 13

Most candidates showed a good awareness of the problem of blisters – how they are caused and what to do if you get them. Many obviously drew on their own experiences. Many candidates scored full marks for this question.

Question 14

Again very well answered and most candidates could identify two medical conditions that a coach would want to be aware of. Some good work has been done in the centres for candidates to be able to coach in a safe and caring environment.

Question 15

This question is marked using a levels of response mark scheme and the quality of written communication is taken into consideration. Those candidates who used short, clear sentences that were accurate and contained few spelling errors scored well. The best candidates made some excellent points about the benefits of a warm up and developed their points well, for example not just mentioning that the pulse is raised through exercise but explaining the benefits of more oxygen being supplied to muscles. Candidates are advised to make several points and to develop these points to fully answer the question rather than merely to describe aspects superficially. Centres are advised to give candidates plenty of extended writing practice at answering these types of questions. Such a question probably takes about ten to twelve minutes to write and should be responded to carefully to avoid simple spelling and grammatical errors.

R051 Contemporary issues in sport

General comments

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A 'levels of response mark scheme' relates to the final question – Q15. The mark scheme for this final question has a number of criteria separated into levels. These levels also include statements related to the quality of written communication. The levels of response scheme also includes indicative content that is expected in this question and this content is also taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 14.

Candidates are reminded that they must check near the end of the examination that they have answered all the questions set. There was little evidence to suggest that candidates struggled to complete the paper within the time allowed.

Generally candidates did not appear to be fully prepared for this examination and subsequently found the questions quite challenging. Some candidates left large chunks of the question paper unanswered which suggests that they were not sufficiently familiar with the subject matter to tackle an examination paper yet in this subject and at this level.

Centres are advised to refer closely to the requirements of the specification when creating teaching and learning programmes or schemes of work. The examples and definitions given in the specification often appear in the mark schemes, so the more familiar candidates are with the contents of the specification, including the vocabulary used, the better prepared they will be for the examination in this unit.

Lead Moderator's Report

These are new qualifications designed to meet the requirements of the Wolf report and which will replace the OCR Level 2 National Certificate in Sport once the accreditation period of that qualification ends. The main difference in the qualification to the OCR Nationals is that the moderation can take the form of one of three options, postal; repository and visiting. Also, there are three windows of opportunity to have the work moderated these are the January, June and November series. There will be no visiting option in the November series. This is in contrast to the on-demand model of assessment used by the OCR Nationals. The January 2013 series is the first series in which centres can have candidates' work moderated.

Level 1/2 Cambridge National Award/Certificate in Sport Science:

Unit R042: Applying principles of training
Unit R043: The body's response to physical activity
Unit R044: Sport psychology
Unit R045: Sports nutrition
Unit R046: Technology in sport

This qualification requires centres to use the Model Assignments provided by OCR. From September 2012 there have been Model Assignments for Units R042; R043 and R044. Model Assignments for Units R045 and R046 will be available in the spring of 2013. A further Model Assignment for all units will be available for centres to use from September 2013.

Only *Unit R042: Applying principles of training* had entries for Sport Science in this first January series.

Level 1/2 Cambridge National Award/Certificate in Sport Studies:

Unit R052: Developing sports skills
Unit R053: Sports leadership
Unit R054: Sport and the media
Unit R055: Working in the sports industry
Unit R056: Developing knowledge and skills in outdoor activities

This qualification requires centres to use the Model Assignments provided by OCR. From September 2012 there have been Model Assignments for Units R052; R053 and R054. Model Assignments for Units R055 and R056 will be available in the spring of 2013. A further Model Assignment for all units will be available for centres to use from September 2013.

Centres entered candidates for the Unit R054: Sport and the media unit.

Centres are reminded of the following in relation to the centre assessed units:

Final centre marks have to be with OCR at an earlier stage where the visiting moderation option is chosen than for the other two moderation options, postal and repository.

OCR unit recording sheets must be used for each piece of candidates work submitted for moderation.

Where witness statements are used as evidence of attainment, they should be specific to the individual candidate, and should show how well that candidate did and what if any support and guidance the candidate needed for the task(s) in question in order to fully support the marks awarded.

Where evidence is provided through a presentation, centres are encouraged to provide a witness statement detailing the learner's response to any questions that have been asked in order to best support the mark awarded. Where the PowerPoint notes are included centres should ensure that the type size enables reading with ease.

Where a learning outcome includes synoptic assessment and therefore requires learners to draw upon skills/knowledge and understanding from other units, it is important that the centre assessor indicates where this has been acknowledged in their internal assessment and on the unit recording sheet.

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