

INCLUDED ON THE  
2020 PERFORMANCE TABLES

Cambridge NATIONALS LEVEL 1/2



# SPORT SCIENCE AND SPORT STUDIES

## *Specification*

- Level 1/2 Cambridge National Award in Sport Science (60 glh)
- Level 1/2 Cambridge National Certificate in Sport Science (120 glh)
- Level 1/2 Cambridge National Award in Sport Studies (60 glh)
- Level 1/2 Cambridge National Certificate in Sport Studies (120 glh)

**Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment.**

**They're industry relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities.**

### **Created to bring together the Wolf Report recommendations and industry need**

The Cambridge Nationals in Sport have been founded upon the recommendations of the Wolf Report and created in partnership with teachers and education specialists. This collaborative approach has resulted in qualifications that offer students a solid foundation for their future studies and careers.

## **Cambridge Nationals and Cambridge Technicals – how they differ**

**Cambridge Nationals** in Sport are targeted at 14-16 year olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the same size as a GCSE. They use both internal and external assessment and meets the DfE's requirements for attainment tables and headline performance measures.

**Cambridge Technicals** are targeted at students aged 16+ in either a school or FE environment. They allow for greater flexibility with the choice of units that make up the qualification and are wholly internally assessed. In addition, the Level 3 qualifications have UCAS points, supporting progression to higher education.

# A few good reasons to work with OCR

- You can enjoy the **freedom and excitement** of teaching Sport qualifications that have been developed to help you inspire students of all abilities
- We've built specifications **with you in mind**, using a clear and easy-to-understand format, making them straightforward to deliver
- Our **clear and sensible assessment** approach means that assessment material and requirements are clearly presented and sensibly structured for you and your students
- **Pathways for choice** – we have the broadest range of vocational qualifications, and Cambridge Nationals provide an ideal foundation for students to progress to more advanced studies and Sport related careers
- **Working in partnership to support you** – together with teachers, we've developed a range of practical help and support to save you time. We provide everything you need to teach our specifications with confidence and to ensure that your students get as much as possible from the programme of learning
- Cambridge Nationals are **supported with new innovative support products and training** – to help you get started, prepare to teach and share best practice

Sign up to teach – let us know you will be teaching this specification to ensure you receive the support you need. Simply visit [www.ocr.org.uk/cambridgenationals](http://www.ocr.org.uk/cambridgenationals) for more information.



# Cambridge Nationals in Sport

Sport qualifications offer students the chance to develop a wide range of highly desirable, transferable skills through practical means. Cambridge Nationals deliver these skills and understanding, effectively engaging and inspiring students of all abilities to achieve.

OCR offers two sports-related subjects: Sport Science and Sport Studies. Both have the same structure, which consists of two qualifications: an Award (60 glh comprising two units) and a Certificate (120 glh comprising four units).

## Sport Science

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

Units	Assessment Method	GLH	Award 60 GLH	Certificate 120 GLH
<b>Mandatory</b>				
<b>R041:</b> Reducing the risk of sports injuries	Written paper 1 hour – 60 marks.	30	M	M
<b>R042:</b> Applying principles of training	Centre assessed task, OCR moderated.	30	M	M
<b>Optional</b>				
<b>R043:</b> The body's response to physical activity	Centre assessed task, OCR moderated.	30	N/A	O
<b>R044:</b> Sport psychology	Centre assessed task, OCR moderated.	30	N/A	O
<b>R045:</b> Sports nutrition	Centre assessed task, OCR moderated.	30	N/A	O
<b>R046:</b> Technology in sport	Centre assessed task, OCR moderated.	30	N/A	O
<b>Key:</b> M = mandatory unit O = optional unit				

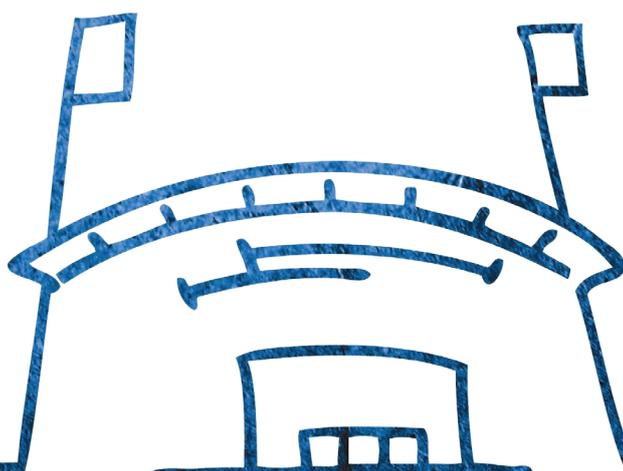
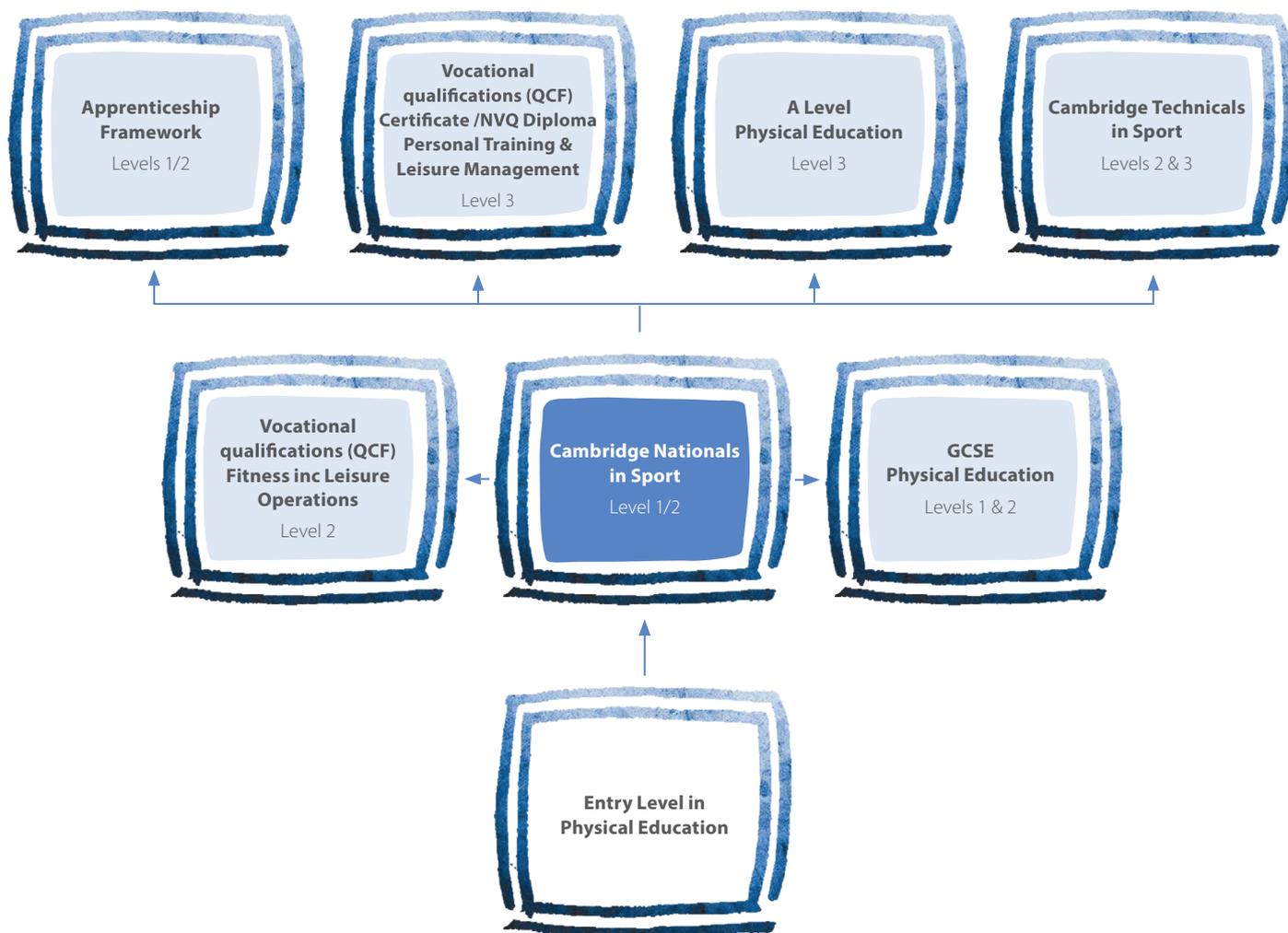
## Sport Studies

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Units	Assessment Method	GLH	Award 60 GLH	Certificate 120 GLH
<b>Mandatory</b>				
<b>R051:</b> Contemporary issues in sport	Written paper 1 hour – 60 marks.	30	M	M
<b>R052:</b> Developing sports skills	Centre assessed task, OCR moderated.	30	M	M
<b>Optional</b>				
<b>R053:</b> Sports leadership	Centre assessed task, OCR moderated.	30	N/A	O
<b>R054:</b> Sport and the media	Centre assessed task, OCR moderated.	30	N/A	O
<b>R055:</b> Working in the sports industry	Centre assessed task, OCR moderated.	30	N/A	O
<b>R056:</b> Developing knowledge and skills in outdoor activities	Centre assessed task, OCR moderated.	30	N/A	O
<b>Key:</b> M = mandatory unit O = optional unit				

# Next steps for your students – future progression with other qualifications

The Cambridge Nationals in Sport lead to a wide range of general and vocational qualifications for your students.



# Continuing Professional Development (CPD) and learning resources

Our support is carefully designed to help you at every stage, from preparation through to the delivery of our specifications.

## Continuing Professional Development (CPD)

As with all our qualifications, there will be a range of events and activities to support you. The reputation of our Professional Development is second to none and we will continue to build up our reputation in providing exemplary support.

**To keep up to date visit [www.cpdhub.ocr.org.uk](http://www.cpdhub.ocr.org.uk)**

Learning resources are an important part of any qualification and the Cambridge Nationals are no exception. We have developed a suite of support and learning resources that provide what teachers tell us they want.

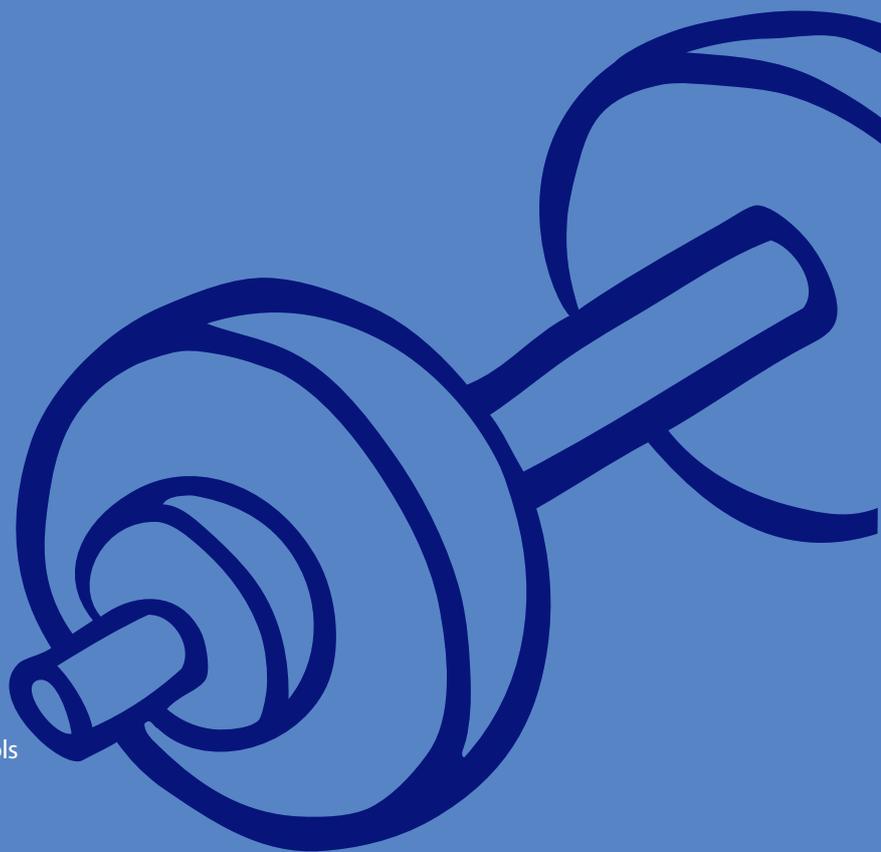
We've worked in partnership with teachers and education specialists to develop ideas and ensure that there is a range of tasks that suit differing levels and abilities of students.

By working in this collaborative way, we have ensured that our range of resources support classroom activities, from lesson planning and teaching to monitoring student progression and success. This includes our 'teaching links', offering additional resource information, and teaching tools such as games and activities directly linked to some units.

## Other resources include:

- Administration guides and tools that include online tools and a progress tracker
- Sample assessment materials
- Teaching packs, including introductory unit presentations.

**These resources are free and available from [www.ocr.org.uk](http://www.ocr.org.uk)**



## Preparing for first teaching

Adopting a new specification can appear daunting. There's quite a lot of information to weigh up: the demands of the course, the quality of support, and the needs and expectations of teachers and candidates. Here's some advice to help you make the best decision.

# 7 Steps to First Teaching



### MAKE THE MOST OF THE OCR WEBSITE

The unit specifications will be available online. While the overall programme of study might be familiar, it's important to check each unit specification to make sure that you're happy with the learning outcomes, knowledge, understanding and skills.



### TAKE A TOUR OF THE SAMPLE ASSESSMENTS

They give a clear idea about the type of tasks to be undertaken. OCR will provide model assignments for centre assessed units (R042 – R046 and R052 – R056). They can be used directly or adapted to suit your needs.



### MAKE GOOD MARKING DECISIONS

The specification contains information on performance indicators, which indicate the level of attainment associated with grades, marking criteria glossary of terms and guidance on assessment for you to use in addition to the marking criteria to support your marking decisions.



### GET SOCIAL

Visit our social media site ([www.social.ocr.org.uk](http://www.social.ocr.org.uk)). By registering, you'll have FREE access to a dedicated platform where teachers can engage with each other – and OCR – to share best practice, offer guidance and access a range of support materials produced by other teachers, such as lesson plans, presentations, videos and links to other helpful sites.



### ENJOY SUPPORT AND GUIDANCE

It's wise to review our Report to Centres for generic guidance and explore the summary of key issues from previous assessment series. These will be available on the OCR website once the qualifications have been through their first cycle of assessment.



### GET GREAT TRAINING

Check OCR's website to see if there is a convenient course available. OCR's Professional Development courses are an excellent way to get practical advice on the best ways to deliver Cambridge Nationals.



### EXPLORE EXTERNAL WEBSITES

It's often worthwhile carrying out an internet search to see if there is any free or paid-for resource material available. But please always check that whatever material you incorporate into your teaching meets the qualification's assessment requirements.

**Level 1/Level 2 Cambridge National Award in Sport Science (60 GLH) J802**

**Level 1/Level 2 Cambridge National Certificate in Sport Science (120 GLH) J812**

**Level 1/Level 2 Cambridge National Award in Sport Studies (60 GLH) J803**

**Level 1/Level 2 Cambridge National Certificate in Sport Studies (120 GLH) J813**

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## 1.1 Qualification aims

Sport is a key theme in most areas of both education and health policy. The need for people to lead healthy and active rather than sedentary lifestyles is increasingly prominent in respect of government initiatives, and this is reflected in the school curriculum, where physical education and sport remains core; these qualifications seek to build upon this provision at key stages 3 and 4.

These sport qualifications offer learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned and assessed through these qualifications and utilised in many other educational and employment settings.

Both qualifications have been designed with practical and engaging ways of teaching in mind and enable learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles
- develop their ability to apply theoretical knowledge to practical situations
- gain a better understanding of the complexity of different areas of sport and the sports industry
- increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

### Cambridge Nationals in Sport Science

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

### Cambridge Nationals in Sport Studies

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

This specification contains OCR's Cambridge National Award/Certificate in Sport Science and Cambridge National Award/Certificate in Sport Studies for first teaching from September 2012.

## 1.2 Qualification summary

The Cambridge Nationals in Sport qualifications consist of:

The OCR Level 1/2 Cambridge National Award in Sport Science consists of two mandatory units.

The OCR Level 1/2 Cambridge National Award in Sport Studies consists of two mandatory units.

The OCR Level 1/2 Cambridge National Certificate in Sport Science consists of two mandatory units and two optional units.

The OCR Level 1/2 Cambridge National Certificate in Sport Studies consists of two mandatory units and two optional units.

### 1.3 Guided learning hours (GLH)

OCR Level 1/2 Cambridge National Award in Sport Science requires 60 guided GLH in total.

OCR Level 1/2 Cambridge National Certificate in Sport Science requires 120 GLH in total.

OCR Level 1/2 Cambridge National Award in Sport Studies requires 60 GLH in total.

OCR Level 1/2 Cambridge National Certificate in Sport Studies requires 120 GLH in total.

### 1.4 Prior learning/attainment

Learners who are taking courses leading to any of these qualifications should normally have a corresponding Key Stage 3 Programme of Study within the National Curriculum.

### 1.5 Overview of the qualifications

Sport Science Units	Assessment method	GLH	J802 Award 60 GLH	J812 Certificate 120 GLH
<b>Mandatory</b>				
R041: <i>Reducing the risk of sports injuries</i>	Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions	30	M	M
R042: <i>Applying principles of training</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	M	M
<b>Optional</b>				
R043: <i>The body's response to physical activity</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R044: <i>Sport psychology</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R045: <i>Sports nutrition</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R046: <i>Technology in sport</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
<b>Key: M = mandatory unit O = optional unit</b>				

A bank of model assignments is available free of charge from the OCR website for the centre assessed units R042–R046.

Sport Studies Units	Assessment method	GLH	J803 Award 60 GLH	J813 Certificate 120 GLH
<b>Mandatory</b>				
R051: <i>Contemporary issues in sport</i>	Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions	30	M	M
R052: <i>Developing sports skills</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	M	M
<b>Optional</b>				
R053: <i>Sports leadership</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R054: <i>Sport and the media</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R055: <i>Working in the sports industry</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R056: <i>Developing knowledge and skills in outdoor activities</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
<b>Key: M = mandatory unit O = optional unit</b>				

A bank of model assignments is available free of charge from the OCR website for the centre assessed units R052–R056.

### 2.1 Guidance on unit content

#### Use of i.e./e.g. in unit content

The unit content describes what has to be taught to ensure that learners are able to access the highest marks.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, though these do not need to be the same ones specified in the unit content.

Teachers will need to ensure that any modifications to tasks, from the bank of model assignments for the centre assessed units, do not expect the learner to do more than they have been taught, but they must enable them to access the full range of marks as described in the marking criteria.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when setting questions:

- a direct question may be asked where the unit content is shown with an i.e.
- where unit content is shown as an e.g., a direct question will not be asked about that example. Any questions relating to the area of content will offer learners the opportunity to provide their own examples as the unit has not specified which examples they should be familiar with.

## 2.2 Sport Science Unit R041: Reducing the risk of sports injuries

### Aims

Taking part in sport and physical activity puts the body under stress. Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor.

By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.

### Learning Outcome 1: Understand different factors which influence the risk of injury

Learners must be taught:

- extrinsic factors which can influence the risk of injury, i.e.
  - type of activity (e.g. contact sports present different injury risks from gymnastic activities)
  - coaching/supervision, i.e.
    - poor/incorrect coaching techniques
    - ineffective communication skills
    - importance of adhering to rules and regulations
  - environmental factors, i.e.
    - weather
    - playing surface/performance area and surrounding area
    - other participants
  - equipment, i.e.
    - protective equipment (e.g. shin pads in football, gum shield in boxing, helmet in cycling, goggles in skiing)
    - performance equipment (e.g. hockey stick, cricket ball, rock climbing harness)
    - clothing/footwear suitable for playing surface/weather conditions/specific sport or activity
  - safety hazards, i.e.
    - risk assessments
    - safety checks
    - emergency action plans
- intrinsic factors which can influence the risk of injury, i.e.
  - physical preparation, i.e.
    - training
    - warm up
    - cool down
    - fitness levels
    - overuse
    - muscle imbalances
  - individual variables, i.e.
    - gender
    - age
    - flexibility
    - nutrition
    - sleep
    - previous/recurring injuries

- psychological factors, i.e.
  - motivation
  - aggression
  - arousal/anxiety levels
- posture and causes of poor posture, i.e.
  - poor stance/gait (e.g. bending your knees or hunching your shoulders when standing)
  - sitting positions (e.g. slumping/slouching on the sofa rather than sitting upright)
  - physical defects (e.g. muscles weaken around an injured area)
  - lack of exercise (e.g. lack of core muscle strength means less support, being overweight puts strain on posture)
  - fatigue (e.g. tired muscles will be unable to support the skeleton properly)
  - emotional factors (e.g. having low self-esteem/lack of confidence can influence posture)
  - clothing/footwear (e.g. wearing shoes with high heels can affect posture)
- sports injuries related to poor posture, i.e.
  - pelvic tilt
  - lordosis
  - kyphosis
  - round shoulder
  - scoliosis.

### Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury

Learners must be taught:

- the physical benefits of a warm up, i.e.
  - warming up muscles/preparing the body for physical activity
  - increase in body temperature
  - increase in heart rate
  - increase in flexibility of muscles and joints
  - increase in pliability of ligaments and tendons
  - increase in blood flow and oxygen to muscles
  - increase in the speed of muscle contraction
- the psychological benefits of a warm up, i.e.
  - heighten or control arousal levels (e.g. 'get in the zone' or settle nerves)
  - improve concentration/focus
  - increase motivation
  - mental rehearsal
- key components of a warm up, i.e.
  - pulse raising, i.e. exercises that slowly increase heart rate and body temperature (e.g. jogging, cycling, skipping)
  - mobility, i.e. exercises that take the joints through their full range of movement (ROM) (e.g. arm swings, hip circles)
  - dynamic movements (e.g. change of speed and direction)
  - stretching (e.g. developmental stretches, dynamic stretches linked to sport – 'open and close the gate' groin walk)
  - skill rehearsal phase, i.e. rehearsing common movement patterns and skills which will be used in the activity (e.g. dribbling drills for football, passing drills for netball)
- physical benefits of a cool down, i.e.
  - helps the body's transition back to a resting state
  - gradually lowers heart rate
  - gradually lowers temperature
  - circulates blood and oxygen
  - reduces breathing rate
  - removes waste products such as lactic acid

- reduces the risk of muscle soreness and stiffness
- aids recovery by stretching muscles, i.e. lengthening and strengthening muscles for next work-out/use
- key components of a cool down, i.e.
  - pulse lowering, i.e. exercises which gradually lower heart rate and reduce temperature (e.g. easy movements, light running, stretching)
  - stretching, i.e. maintenance stretches, static stretches (e.g. hamstring stretches)
- specific needs which a warm up and cool down must consider, i.e.
  - characteristics of the individual/group, i.e.
    - size of group
    - age of participants
    - experience of participants
    - individual fitness levels
    - any medical conditions participants may have
  - suitability as preparation for a particular activity/sport
  - environmental factors (e.g. weather/temperature if outdoors, available facilities).

### Learning Outcome 3: Know how to respond to injuries within a sporting context

Learners must be taught about:

- acute and chronic injuries
  - acute injuries, i.e.
    - caused as a result of a sudden trauma to the body (e.g. hard rugby tackle, being hit by a ball)
    - result in immediate pain, and usually swelling with a loss of function
  - chronic injuries, i.e.
    - also known as overuse injuries and are a result of continuous stress on an area (e.g. Achilles tendonitis, shin splints or tennis elbow)
    - these injuries tend to develop gradually over a period of time
- types, causes and treatment of common sports injuries, i.e.
  - soft tissue injuries, i.e. sprains, strains
  - overuse injuries, i.e. tendonitis, tennis elbow, golfers elbow, shin splints
  - fractures, i.e. open, closed
  - concussion, i.e. signs and symptoms of concussion
  - abrasions, i.e. grazes and cuts
  - contusions, i.e. bruises
  - blisters (e.g. blisters on the foot due to poorly fitting footwear)
  - cramp, i.e. painful sensations caused by muscle contractions or over shortening
  - injuries related to children (e.g. severs diseases, Osgood Schlatter's disease)
- how to respond to injuries and medical conditions in a sporting context, i.e.
  - SALTAPS on-field assessment routine (See, Ask, Look, Touch, Active, Passive, Strength)
  - R.I.C.E. (Rest, Ice, Compress, Elevate)
  - stretching and massage
  - taping, bandaging, splints, slings
  - hot and cold treatments (e.g. heat pack, freeze spray)
  - action plan to respond to injuries and medical conditions in a sporting context i.e. emergency procedures
- Emergency Action Plans (EAP) in a sporting context:
  - emergency personnel, i.e. first responder, first aider, coach
  - emergency communication, i.e. telephone, emergency numbers, emergency services
  - emergency equipment, i.e. first aid kits, evacuation chair.

**Learning Outcome 4: Know how to respond to common medical conditions**

Learners must be taught:

- the symptoms of common medical conditions, i.e.
  - Asthma, i.e. coughing, wheezing, shortness of breath, tightness in the chest.
  - Diabetes, i.e. increased thirst, going to the toilet lots, extreme tiredness, and weight loss, differences between Type 1 (insulin-dependent) and Type 2 (non-insulin dependent)
  - Epilepsy, i.e. seizures
- how to respond to these common medical conditions, i.e.
  - ensure awareness of any participants' medical conditions prior to commencing physical activity
  - Asthma, i.e. reassurance, inhaler, emergency services (if needed)
  - Diabetes, i.e. insulin (or glucose) hypoglycaemia (low blood sugar), give the individual sugar (e.g. fruit juice, sugary sweets)
  - Epilepsy, i.e. emergency care plans in place for the individual
  - when to refer the performer on to a professional and how to do so.

During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

## 2.3 Sport Science Unit R042: Applying principles of training

### Aims

In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. They do this by regularly monitoring them through fitness tests and by designing bespoke training programmes to suit the type of sport, performance schedule and the individual themselves. High quality training programmes apply principles of training to the requirements of the individual in their development and implementation.

By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

#### Learning Outcome 1: Know the principles of training in a sporting context

Learners must be taught:

- the principles of training in a sporting context, i.e.
  - progression, i.e. progressive overload by increasing frequency, intensity, time, type, adherence (FITTA) (e.g. more repetitions from one session to another)
  - specificity, i.e. practices a skill used in a sport, trains the muscle group(s) predominantly used in a sport (e.g. passing the ball in rugby)
  - reversibility/regression, i.e. 'use it or lose it' (e.g. where injury may affect performance)
  - moderation, i.e. taking into account age, gender, environment and experience (e.g. a session which will include young athletes and mature performers)
  - variance, i.e. avoiding boredom, gives the body a different challenge, mixture of fitness and skill.

#### Learning Outcome 2: Know how training methods target different fitness components

Learners must be taught:

- aerobic and anaerobic exercise, i.e.
  - difference between aerobic and anaerobic exercise, i.e.
    - aerobic, i.e. utilising oxygen to fuel the body during exercise
    - anaerobic, i.e. fuelling the body during exercise without using oxygen
  - methods of training aerobically and anaerobically, i.e.
    - aerobic, i.e. steady and not too fast (e.g. walking, jogging, cycling)
    - anaerobic, i.e. performed in short, fast bursts (e.g. weight lifting, interval training)
- the components of fitness, i.e.
  - strength, i.e. the extent to which a muscle or muscle groups can contract against resistance (e.g. restraining an opponent in rugby)
  - power, i.e. exerting muscular strength rapidly (e.g. sprint start)
  - agility, i.e. move quickly and change direction under control (e.g. weaving between objects or opponents in a zig-zag motion)
  - balance, i.e. the ability to maintain a position (e.g. handstand)
  - flexibility, i.e. the ability to move joints through an ample range of motion (e.g. performing the splits in gymnastics)
  - muscular endurance, i.e. the ability of a muscle to sustain repeated contractions (e.g. cycling)
  - cardiovascular endurance, i.e. the heart and lungs getting blood and oxygen to muscles and them using it (e.g. long distance running)
- specific training methods for each of the fitness components, i.e.
  - cardiovascular training (e.g. steady state (continuous), interval training, fartlek training)
  - resistance training (e.g. resistance machines, free weights, circuits)
  - power training (e.g. interval training, plyometrics, repetition and acceleration sprint training)
  - flexibility training (e.g. static (passive and active), dynamic)
  - agility training (e.g. agility ladder, agility hurdles)
  - balance training (e.g. balance board, exercise ball).

### Learning Outcome 3: Be able to conduct fitness tests

Learners must be taught:

- tests which assess fitness, i.e.
  - according to protocols and guidelines set down by the fitness industry (e.g. Does the subject need to seek medical advice before performing tests? How does test procedure ensure accuracy?)
  - tests for each component of fitness, i.e.
    - strength (e.g. burpee test, squat test)
    - power (e.g. vertical jump test, standing long jump test)
    - agility (e.g. shuttle run test, Illinois agility run test)
    - balance (e.g. standing stork test)
    - flexibility (e.g. sit and reach test, trunk flexion test)
    - muscular endurance (e.g. number of sit-ups/press-ups in a defined time period)
    - cardiovascular endurance (e.g. Cooper run, Harvard step test)
  - maximal or sub-maximal, i.e.
    - maximal when performer works at maximum effort or tested to exhaustion (e.g. Cooper run test, bleep test)
    - sub-maximal when performer works below maximum effort (e.g. Harvard step test, tri-level aerobic test)
  - test sequence (e.g. always conduct the tests in the same order to aid validity of results, the order in which fitness tests are performed can affect the outcome of further tests)
- how to interpret the results of fitness tests, i.e.
  - against normative data (e.g. how do the outcomes compare to average results for the tests used?)
  - validity (e.g. a speed test using shuttle runs may actually test a person's ability to turn, which is more about agility than speed)
  - reliability (e.g. the conditions of the test must always be identical so that it is most likely that the same results will be produced).

### Learning Outcome 4: Be able to develop fitness training programmes

Learners must be taught to:

- design a fitness training programme, i.e.
  - gather details about the subject the programme is for (e.g. age, any recent or current injuries, health problems, access to facilities)
  - clarify the aims of the training programme (e.g. which components of fitness need to be improved and by how much)
  - set realistic goals which can be measured (e.g. reduce the time it takes to complete a 5k run by 2 minutes)
  - duration of the training programme (e.g. suitable length to achieve goals)
  - suitability of activities (e.g. activities meet the needs of the subject, activities target specific areas)
  - organisation of activities (e.g. variety of training methods, sufficient rest days)
  - adaptability (e.g. an activity can be performed inside or outside in case of bad weather)
  - progression (e.g. applies the FITTA principle)
- evaluate the effectiveness of the training programme, i.e.
  - measurement (e.g. repeat tests and compare results against original results)
  - reflection on self / interview subject (e.g. Were the goals met? Did I include an appropriate range of training methods? Did the training methods used target my needs / the needs of the subject? Did I / you stick to the training programme?)
  - improvement (e.g. need more results or more accuracy in results, adjust the duration of the training programme).

## 2.4 Sport Science Unit R043: The body's response to physical activity

### Aims

It is recognised that physical activity is essential in maintaining good health. Many careers within the sport, leisure and health industries require employees to have an understanding of how the body changes and responds to physical activity. With this knowledge it is possible to improve body systems to optimise sports performance and promote healthier lifestyles.

By completing this unit, learners will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity.

### Learning Outcome 1: Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles

Learners must be taught:

- key components of the musculo-skeletal system and its function, i.e.
  - major bones, i.e. cranium, scapula, clavicle, humerus, radius, ulna, sternum, pelvic girdle, femur, tibia, fibula, patella, ribs, carpals, tarsals, metatarsals, metacarpals, vertebrae
  - skeletal muscle groups, i.e. biceps, triceps, abdominals, pectorals, hamstrings, soleus, gluteals, quadriceps, latissimus dorsi, deltoids, trapezius, gastrocnemius
  - synovial joints, i.e. ball and socket (e.g. hip), hinge (e.g. knee), gliding (e.g. carpals), pivot (e.g. neck), saddle (e.g. thumb), condyloid (e.g. wrist)
  - connective tissue, i.e. cartilage, ligaments, tendons
  - functions of the musculo-skeletal system (e.g. support, movement, protection, blood formation)
- key components of cardio-respiratory system and its function, i.e.
  - heart, i.e. ventricles, atria, valves
  - respiratory system, i.e. trachea, lungs, alveoli, diaphragm
  - arteries, i.e. aorta, pulmonary, carotid
  - blood, i.e. plasma, white and red cells, platelets
  - blood vessels, i.e. arteries, veins and capillaries
  - functions of the cardio-respiratory system (e.g. uptake of oxygen through breathing, transport of oxygen and nutrients to cells via the blood, removal of waste products from muscles and other organs, regulation of body temperature)
- the role of the musculo-skeletal system in producing movement, i.e.
  - types of movement, i.e. flexion, extension (e.g. bicep curl in weight lifting), adduction, abduction (e.g. star jump in gymnastics), rotation (e.g. hip movement during a golf swing), circumduction (e.g. arm circles in a dance routine)
  - functions of connective tissue, i.e. ligaments connect bone to bone, tendons connect muscle to bone, cartilage provides protection and cushioning in synovial joints.
  - muscular contractions, i.e. isometric (e.g. holding a static position such as a handstand) isotonic (e.g. concentric and eccentric movement phases such as a squat thrust)
- the role of the cardio-respiratory system during physical activity, i.e.
  - heart rate (e.g. pulse rate)
  - blood pressure (e.g. stroke volume and cardiac output)
  - vascular shunt mechanism, i.e. the re-distribution of blood to the working muscles during exercise
  - breathing mechanism, i.e. inhalation and exhalation
  - internal respiration, i.e. oxygen and carbon dioxide moving between the lungs and the blood
  - aerobic and anaerobic respiration.

### Learning Outcome 2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness

Learners must be taught:

- benefits of cardio-respiratory fitness in everyday life, i.e. prevention or reduction of:
  - heart disease
  - obesity

- some cancers
- strokes
- stress
- benefits of muscular strength and flexibility, i.e.
  - complete everyday tasks with ease
  - avoid injury
  - improve posture
  - prevent joint problems and osteoporosis in later life
- benefits of muscular endurance, i.e.
  - increased stamina for work-based tasks
  - improved sport skill performance.

### Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems

Learners must be taught:

- different short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these, i.e.
  - changes in the range of movement around joints (e.g. increased production of synovial fluid, warming of muscles and ligaments make them more flexible)
  - changes in heart rate, stroke volume and cardiac output (e.g. release of adrenaline, changes in exercise intensity)
  - changes to breathing rate (e.g. changes in the concentration of carbon dioxide and oxygen in the blood, changes in energy requirements during exercise)
  - changes in temperature
  - muscle fatigue (e.g. build up of lactic acid)
- ways to measure and record the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems, i.e.
  - suitable activities to measure short-term effects (e.g. shuttle runs, press ups)
  - methods to measure the short-term effects (e.g. counting breathing rate or pulse rate before, during and after exercise)
  - recording the outcomes (e.g. objective measures such as from counting pulse rate (using correct units), subjective measures such as increased sweating, redness in face, fatigue in muscles).

### Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems

Learners must be taught:

- long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these, i.e.
  - changes in muscle size and strength
  - changes in resting heart rate
  - changes in training heart rate
  - changes in heart rate recovery
  - changes in flexibility
  - changes in muscle recovery
  - changes in lung capacity
- ways to measure and record the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems, i.e.
  - suitable long-term activity to bring about adaptations (e.g. a progressive long-term training programme)
  - methods to measure the long-term effects (e.g. spirometry to measure lung function and capacity; Cooper test to check for improvements in aerobic capacity)
  - recording the outcomes (e.g. objective measures (such as regular testing of resting heart rate) and subjective measures (subject feels that they have more stamina when performing physical activities), checking progress periodically, using correct units).

## 2.5 Sport Science Unit R044: Sport psychology

### Aims

In elite sports performance, people often talk about the small details which can make the difference between success and failure. In many cases the participants are of very similar ability and the key factor in success is the ability to perform skills and techniques as effectively under competitive pressure as in training conditions. Most top sports performers work with sports psychologists to assist them in improving their performance and help them to attain the best possible balance between being relaxed and focussed when they are performing under pressure.

By completing this unit, learners will look at some of the key elements of sport psychology and use some of the strategies and techniques utilised in pursuit of excellence in sports performance.

#### Learning Outcome 1: Understand the relationship between personality and sports performance

Learners must be taught:

- definitions of personality (e.g. the way we behave in certain situations, whether we are generally calm or nervous, whether we are outgoing or shy)
- extrovert and introvert personality types
- the links between personality and involvement and performance in sport (e.g. more aggressive personality will be more likely to play an aggressive sport)
- the trait approach (e.g. aggression seen as a desirable trait in rugby, a team captain seen as needing to be vocal and extrovert)
- observed or social learning (e.g. environment can influence personality and behaviour, so a young tennis player might be more likely to criticise the line judge if they see this happening regularly in professional tennis on television).

#### Learning Outcome 2: Know how motivation can affect sports performance

Learners must be taught:

- definitions of motivation (e.g. only a certain type of person is motivated to participate in sport)
- intrinsic motivation (e.g. beating personal best, wanting to improve at a sport because you enjoy it)
- extrinsic motivation (e.g. working towards achieving a certificate or award, making a lot of money)
- achievement motivation, i.e.
  - 'Need to Achieve' (NACH) (e.g. likes a challenge)
  - 'Need to Avoid Failure' (NAF) (e.g. will always do the easy thing)
- implications for sport and exercise involvement, i.e.
  - which sport/activities you choose to participate in
  - how hard you try
  - whether you keep trying or give up.

#### Learning Outcome 3: Know how aggression can affect sports performance

Learners must be taught:

- types of aggression, i.e.
  - what is aggression? (e.g. behaviour against another person or object – not an accident, it can be positive or negative depending on whether it is controlled)
  - direct, i.e. aggression directed at an opponent/participant/official (e.g. wanting to hurt an opponent in a football tackle)
  - indirect, i.e. aggression directed at an object (e.g. smashing a golf club in frustration after a poor shot)

- reasons for aggression, i.e.
  - rivalry (e.g. boxing weigh-ins, national rivalry such as England vs. Scotland)
  - pressures to win (e.g. cup finals/relegation battles/local derby games)
  - over-arousal during play (e.g. football player is too 'pumped up' and launches into a reckless tackle)
  - behaviour of opposition (e.g. foul play/taunting/sledging)
- ○ decisions of officials (e.g. foul play not punished, players not accepting that the referee's decision is final)
- theories of aggression, i.e.
  - social learning theory (e.g. if aggressive defensive methods in rugby are seen to work, they are more likely to be copied)
  - trait theory (e.g. performer is naturally aggressive and competition brings this out)
  - application of these theories to sporting examples.

#### Learning Outcome 4: Understand the impact of arousal and anxiety on sports performance

Learners must be taught:

- explanations of arousal (e.g. an energised state that can help or hinder performance)
- theories of how arousal/anxiety affects performance, i.e.
  - Drive theory (e.g. need arousal/anxiety to perform at best)
  - Inverted U theory (e.g. peaks in performance arousal/anxiety)
  - zones of optimal functioning (e.g. some sports need higher arousal/anxiety levels than others, 'being in the zone')
- to apply these theories to sporting examples (e.g. Drive theory – some elite performers find it hard to get motivated for 'minor' events compared to big international tournaments)
- methods for measuring anxiety, i.e.
  - Sport Competition Anxiety Test (SCAT)
  - State Anxiety Inventory Test.

#### Learning Outcome 5: Be able to apply sport psychology strategies to enhance sports performance

Learners must be taught:

- the use of goal setting for motivation in sport, i.e.
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time-bound
- the use of mental rehearsal and imagery in sport, i.e.
  - going through the phases of the performance
  - visualising positive outcomes
  - refocusing
- the use of relaxation techniques in sport, i.e.
  - breathing control and regulation
  - releasing tension in muscles
- to apply appropriate strategies for specific subject(s)
- to assess whether strategies have had an impact on sports performance, i.e.
  - pre- and post-testing
  - basic measures of performance
  - observation
  - evaluation of strategies.

## 2.6 Sport Science Unit R045: Sports nutrition

### Aims

In all walks of life, appropriate nutrition and diet are vital to our health and wellbeing. In the world of sport the right nutrition is as important as the right equipment and the right training methods, because without suitable nutrition a performer's body would not be able to cope with the stresses and strains put upon it. This would lead not only to deterioration in performance, but also in health. The amount of legislation and media coverage that surrounds the use of supplements in elite sport, some of which are approved and some of which are prohibited, highlights the value placed on nutrition in modern day sport.

By completing this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.

### Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet

Learners must be taught:

- characteristics of a balanced diet, i.e.
  - meets the nutritional requirements of an individual
  - includes foods from all of the food groups (e.g. meat and dairy, fruit and vegetables, fats and sugars)
  - contains a variety of foods
  - suits the needs/tastes of the individual (e.g. accounting for allergies/intolerance to some ingredients)
- what nutrients are (e.g. chemicals a living organism needs in order to live and grow)
- the role of nutrients in a healthy, balanced diet, i.e.
  - carbohydrates (e.g. quick supply of energy)
  - fats (e.g. slower supply of energy, transport some vitamins around the body)
  - proteins (e.g. repair muscle damage)
  - fibre (e.g. helps maintain healthy bowels)
  - water (e.g. keeps the body hydrated)
  - vitamins and minerals (e.g. help strengthen bones, maintain a healthy immune system)
- food sources of nutrients, i.e.
  - carbohydrates (e.g. pasta, potatoes)
  - fats (e.g. dairy products, fish)
  - proteins (e.g. meat, pulses)
  - fibre (e.g. cereals, wholemeal bread)
  - vitamins and minerals (e.g. fresh fruit and vegetables).

### Learning Outcome 2: Understand the importance of nutrition in sport

Learners must be taught:

- the importance of nutrition before, during and after exercise, i.e.
  - before (e.g. hydrate, provide energy source, quick energy boost)
  - during (e.g. stay hydrated, replenish carbohydrates if lengthy exercise)
  - after (e.g. rehydrate straight away, eat a meal containing carbohydrates and protein within 2 hours to aid recovery)
- the reasons for the varying dietary requirements of different activity types, i.e.
  - endurance/aerobic activities (e.g. marathon running, cross country skiing)
    - carbohydrate loading, hydration
    - energy needed for long periods
    - high levels of hydration needed to sustain activity over long periods
  - short, intense/anaerobic activities (e.g. 400m swim, a game of basketball)
    - carbohydrates (not carbo-loading), low fat
    - energy for short, sharp bursts of activity, aid recovery)

- strength based activities (e.g. weightlifting)
  - high in protein, 5-7 meals every day
  - build muscle mass, limit excess body fat
- the use of dietary supplements, i.e.
  - definition of dietary supplements (e.g. products that provide nutrients which are either missing or being consumed in insufficient quantities)
  - types of dietary supplements used in sport (e.g. multi-vitamins, protein powders, herbs, creatine)
  - why they are used in sport (e.g. speed up recovery, increased energy, speed up the burn off of fat)
  - issues associated with the use of supplements (e.g. confusion over which are/are not allowed in sport, links to potential health risks/injuries).

### Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation

Learners must be taught:

- the definition of malnutrition (e.g. a condition which results from an unbalanced diet in which some nutrients are lacking, missing, taken in excess or taken in the wrong proportion)
- the effects of overeating on sports performance and participation, i.e.
  - if you are overweight your fitness will deteriorate (e.g. your flexibility, agility and stamina will decrease)
  - you lose confidence and become anxious about participating
  - you can develop a range of illnesses (e.g. high blood pressure, arthritis) which prevent you from participating in certain activities
  - eating large amounts immediately before participating in a sports activity can make you feel sick during participation
- the effects of under eating on sports performance and participation, i.e.
  - you will have less energy (e.g. not taking in enough carbohydrates) and tire quickly
  - your muscles and bones weaken, increasing the risk of injury
  - your concentration becomes impaired
  - you may develop an eating disorder (e.g. anorexia) and train too hard leading to injury and/or illness
  - you may develop an illness which prevents you from participating (e.g. kidney infections)
- the effects of dehydration on sports performance and participation, i.e.
  - you can overheat leading to heat stroke
  - your concentration becomes impaired
  - you will tire more quickly
  - you become ill during participation (e.g. vomiting).

### Learning Outcome 4: Be able to develop diet plans for performers

Learners must be taught:

- how to design a diet plan, i.e.
  - gather details about the performer that the diet plan is for (e.g. age, gender, any allergies or religious beliefs, food budget, cooking skill, the type of activity they perform in)
  - clarify the aims of the diet plan (e.g. to lose weight, to increase length of time for which they can train prior to taking part in an event)
  - set realistic goals which can be measured (e.g. to lose 2 pounds per week)
  - the time of the year (e.g. is the performer training for an event, is it off season, what fruit and vegetables are available at that time of year)
  - duration of the diet plan (e.g. suitable length to achieve goals)
  - suitability of diet plan (e.g. diet meets the needs of the performer, proportions of the various nutrients are appropriate)
  - organisation of diet plan (e.g. meals scheduled for set intervals, timing of a meal fits around other activities)
- how to evaluate the effectiveness of the diet plan, i.e.
  - recording the outcomes objectively (e.g. measuring weight, diaries/journals of plan put into action)
  - recording the outcomes subjectively (e.g. interviewing performer - is training feeling easier?, Are you more tired after training?, Are you bored with eating the same things?)
  - improvement (e.g. increase the number of meals but reduce the portion size).

## 2.7 Sport Science Unit R046: Technology in sport

### Aims

Elite sport is big business and the amounts of money invested in, and available for, achieving success are increasing. In such a competitive environment, innovation which can provide an advantage is much sought-after and it is in this context that the application of technology to sport is becoming more and more prevalent and providing a growing range of career opportunities as a result.

By completing this unit, learners will consider the variety of ways in which technology is being used in sport to enhance both performance and the experience of sport for performers and for spectators. They will also develop an appreciation of some of the counter-arguments regarding the increasing use of technology in sport.

### Learning Outcome 1: Know how technology is used in sport

Learners must be taught:

- how technology is used to enhance performance, i.e.
  - fitness testing (e.g. body fat monitors, heart rate monitors)
  - training aids (e.g. motion capture software to review performance, simulators to practice skills in a controlled environment)
  - equipment (e.g. carbon fibre javelins can help gain inches on a throw, Formula 1 cars designed to be as aerodynamic as possible and have no excess weight)
  - clothing and footwear (e.g. lightweight body armour to prevent injuries in rugby, full body swimsuits that cause less drag than skin so save milliseconds, football boots that improve the curl that can be applied when kicking the ball.)
  - injury prevention and recovery (e.g. faster recovery times through use of specialist equipment)
- how technology is used to enhance game play, i.e.
  - video refereeing (e.g. a referee in rugby will watch video replay on a TV monitor during the game to assist in making a decision)
  - 'Hawk-Eye' (e.g. used in tennis to determine if the ball was 'out')
  - goal-line technology (e.g. to determine whether the ball has crossed the goal line in football)
  - 'Hot spot' (e.g. to determine whether the ball hit the bat or a pad in cricket)
  - radio (e.g. officials using radio to communicate with each other during the game)
  - stadiums (e.g. retractable roofs so that weather does not interfere with game play, under pitch heating to reduce the effect of snowy/icy conditions, different playing surfaces such as latest generation of artificial pitches)
- how technology is used to enhance spectatorship, i.e.
  - stadiums (e.g. big screens at football matches, architecture eliminates the use of pillars to improve spectators view)
  - officials (e.g. crowd able to hear referee decisions at rugby matches)
  - commentary/punditry (e.g. more statistics available during play, graphics and software to enhance post-match commentary)
  - television (e.g. HD TV/3D TV improves viewing experience, multi-screen through 'red button')
  - internet (e.g. access team/club websites, social networking with players/fans, mobile phone apps allow you to monitor results on the go).

### Learning Outcome 2: Understand the positive effects of sports technology

Learners must be taught:

- the positive effects of sports technology, i.e.
  - in performance, i.e.
    - equipment is easier to use (e.g. tennis rackets are lighter and have larger 'sweet-spot')
    - reducing injury (e.g. temperature regulating clothing to prevent overheating and dehydration, shock absorbing footwear limits strain on leg joints)

- recovery time from injury is reduced (e.g. training can resume sooner limiting reversal in fitness)
- improved training aids (e.g. can identify specific areas of weakness, athletes can compete to a later age and utilise experience more)
- in game play, i.e.
  - enhances how the sport is played (e.g. technology helps to speed up and intensify sport making it more exciting to participate in, such as developments in the bikes which elite cyclists use)
  - increases competition (e.g. athletes/performers/teams are able to analyse opponents performances and develop strategies to beat them)
  - improves accuracy (e.g. calls made by referees/umpires are more accurate making competitions more fair)
- in spectatorship, i.e.
  - increased fan base (e.g. in-play statistics and post match analysis graphics make sport more interesting to watch, easier purchasing of tickets over internet or via mobile phone apps)
  - see all the action (e.g. instant replays, multi camera angles and being able to pause and rewind live TV means you miss none of the action)
- other positive effects, i.e.
  - health care (e.g. prosthetic limbs developed for athletes now available to the public)
  - transport (e.g. road cars increasingly made from carbon fibre developed for Formula 1).

### Learning Outcome 3: Understand the negative effects of sports technology

Learners must be taught:

- the negative effects of sports technology, i.e.
  - in performance, i.e.
    - skills may deteriorate (e.g. more-forgiving golf clubs take away the need for the golfer to strike the ball as accurately)
    - rule/regulation changes (e.g. certain swim suit designs had to be banned because of the degree of assistance they were providing to elite swimmers, motorsport rules change frequently to restrict the degree to which technological advances might adversely affect competitions)
  - in game play, i.e.
    - prolongs game duration (e.g. referees/umpires taking time to view video/computer aids cause breaks in game play and can make an event 'stale')
    - detracts from the ethics of sport (e.g. the winner is not now always the best athlete/performer/team but the one with the better equipment)
    - cost (e.g. only elite level can afford some technology, so it can create or increase the gulf between teams/participants within a sport)
  - in spectatorship, i.e.
    - decrease in live spectatorship (e.g. advances to TV technology and TV broadcasting will encourage viewers to watch from home)
  - other negative effects, i.e.
    - breaks tradition (e.g. cricket is steeped in tradition and devices such as 'Hawk-Eye' and 'Hot Spot' are not readily accepted by all).

### Learning Outcome 4: Be able to evaluate the impact of technology in sport

Learners must be taught:

- the factors affecting the use of technology in sport, i.e.
  - application of technology (e.g. a specific technology used in one specific sport, one piece of technology used and adapted across a range of sports, an organisation which has been and/or is at the forefront of using different types of new technology)
  - reasons for the introduction of technology with particular reference to performance, game play and spectatorship (e.g. the sport was losing popularity because of the increase in incorrect or poor decisions being made, the technology has broken down barriers for certain groups of participants)
  - history/tradition (e.g. the nature of the sport(s) or organisation(s) involved is such that they resist change, previous positive or negative experiences with technology affect their view of any proposals)
  - reactions of key stakeholders (e.g. athletes/performers/spectators/professional bodies) to the introduction of the technology (e.g. it would improve decision making, it would improve performance, it would be ethically wrong in this sport)

- features of the technology which affect its use (e.g. cost, access, reputation, reliability)
- the impact the technology has had, i.e.
  - has it addressed the issues it sought to (with particular reference to performance, game play and spectatorship)?
  - has it had unintended positive and/or negative consequences (e.g. use of video referrals was intended to support officials but has ended up undermining them)?
  - developments and adaptations made to the technology (e.g. it has been used within other sports, it has triggered further use of technology within a sport, it caused nothing but problems and has been dropped from the sport)
  - developments and adaptations made to the sport (e.g. it has more spectators, the athletes/performers are fitter and more skilled, it has become reliant on technology and skill no longer counts, it has increased the gap between the elite and everyone else within the sport)
  - implications for the future (e.g. the sport is at its peak and there is no need for further technology, if more clubs/teams/athletes/performers introduced the technology the sport would improve dramatically, cost implications for wider use even if deemed successful).

## 2.8 Sport Studies Unit R051: Contemporary issues in sport

### Aims

It is often said that sport is a reflection of society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together.

By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

### Learning Outcome 1: Understand the issues which affect participation in sport

Learners must be taught:

- the different user groups who may participate in sport, i.e.
  - ethnic minorities
  - retired people/people over 50
  - families with young children
  - single parents
  - children
  - teenagers
  - disabled
  - unemployed/economically disadvantaged
  - working singles and couples
- the possible barriers which affect participation in sport (with reference to the different user groups), i.e.
  - employment/time (e.g. not much free time available)
  - work restrictions and family commitments (e.g. women still seen as bringing up the family and not being involved in sport)
  - disposable income (e.g. cannot afford cost of participation)
  - accessibility of facilities/equipment (e.g. transport not available, no disabled access)
  - lack of role models (e.g. few ethnic role models, few female role models)
  - provision of activities (e.g. limited activities on offer which do not meet the requirements of the prospective participant)
  - awareness of activity provision (e.g. what is currently available)
  - portrayal of gender issues by the media (e.g. mainly male sports shown on TV, mainly male presenters of sport programmes)
- the solutions to barriers which affect participation in sport, i.e.
  - provision, i.e.
    - programming sessions for use by different user groups (e.g. sessions for wheelchair sports)
    - providing appropriate activity options for the demands of specific user groups (e.g. different age groups want different options)
    - planning of times to suit different user groups (e.g. for parents with young children, mid-morning after the school run)
  - promotion, i.e.
    - targeted promotion (e.g. by advertising in appropriate places to increase visibility to different user groups)
    - using role models to encourage participation among different user groups
    - initiatives aimed at promoting participation and inclusion (e.g. free swimming for under-16s and over-60s)
  - access, i.e.
    - access to facilities (e.g. provision of transport in rural areas, ramps for wheelchair access to buildings)
    - access to equipment (e.g. a hoist for swimming pool access)
    - sensible pricing/concessions (e.g. reduction of charges for unemployed people or young children)

- the factors which can impact upon the popularity of sport in the UK, i.e.
  - participation (e.g. football has wide-spread mass participation due to strong infrastructure being in place)
  - provision (e.g. tennis lacks easily accessible courts impacting on base level participation)
  - environment/climate (e.g. regular involvement in snow sports as participant or spectator either requires frequent trips abroad or the use of artificial slopes as most parts of UK do not have appropriate terrain/ weather)
  - spectatorship (e.g. live professional rugby matches readily accessible)
  - media coverage (e.g. BBC1 has sole coverage of Wimbledon, therefore, avid tennis fans will watch this, The Ashes not on free to air TV)
  - success for both teams and individuals (e.g. Sir Chris Hoy's success at the Olympics has increased participation in cycling)
  - role models (e.g. lack of role models for particular groups in particular sports, such as British Asian footballers)
  - acceptability (e.g. boxing still has vocal opposition who feel that the aim of the sport is to 'hurt the opponent' and that it is, therefore, not appropriate, especially for younger people, opposition to horse racing due to perceived animal cruelty by use of whip)
- how the factors which can impact upon the popularity of sport in the UK relate to specific sporting examples
- current trends in the popularity of different sports in the UK (e.g. studies and statistics in recent years have suggested that recreational walking, fishing/angling, cycling and swimming are the most popular sports in the UK in terms of numbers participating)
- growth of new/emerging sports and activities in the UK (e.g. Ultimate Frisbee now increasing in popularity very quickly in UK).

## Learning Outcome 2: Know about the role of sport in promoting values

Learners must be taught about:

- values which can be promoted through sport, i.e.
  - team spirit (e.g. learning how to work together and support others by playing as part of a team)
  - fair play (e.g. learning the importance of adhering to rules and being fair to others through playing sport)
  - citizenship (e.g. get involved in your local community through sport)
  - tolerance and respect (e.g. developing understanding of different countries and cultures through sport)
  - inclusion (e.g. initiatives to get under-represented social groups involved in sport)
  - national pride (e.g. supporters and performers unite behind country in international events)
  - excellence (e.g. striving to be the best that you can in your favourite sport)
- the Olympic and Paralympic movement, i.e.
  - the creed, i.e. *"The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well."* Pierre De Coubertin
  - the symbol, i.e. five interlocking rings represent the union of the five continents
  - the Olympic and Paralympic values, i.e. Respect, Excellence, Friendship, Courage, Determination, Inspiration and Equality
- other initiatives and events which promote values through sport (e.g. FIFA's 'Football for Hope' campaign, ECB's 'Chance to Shine' programme, Sport Relief, Premier League's 'Creating Chances' initiative, £10m Sport England scheme to increase participation in sport by women)
- the importance of etiquette and sporting behaviour of both performers and spectators, i.e.
  - reasons for observing etiquette and sporting behaviour (e.g. fairness, promoting values, safety of participants etc)
  - sportsmanship (e.g. football giving the ball to the opposition when they have kicked it out when an injury occurs to your team)
  - gamesmanship (e.g. time wasting)
  - spectator etiquette (e.g. quiet during rallies at Wimbledon, quiet during play in snooker, quiet during the playing of national anthems)

- sports initiatives to break down barriers (e.g. Kick Racism Out of Football)
- the use of performance-enhancing drugs in sport, i.e.
  - reasons why they are used (e.g. pressure to succeed as an individual, pressure to succeed as a nation)
  - reasons against use (e.g. long term ill health, consequences when found guilty, unfair advantage)
  - World Anti-Doping Agency (WADA), i.e.
    - whereabouts rule
    - testing methods, i.e. blood sample collection, urine sample collection, hair sample collection, nail sample collection
  - current initiatives (e.g. sanctions)
  - drug offences by elite performers (e.g. Dwain Chambers, David Millar)
  - impact of drug taking on the reputation of sport (e.g. mistrust of results/events such as Tour de France as a result of so many scandals)
  - ethical issues related to drug taking (e.g. should there be a distinction between use of performance enhancing drugs and recreational drugs?)

### Learning Outcome 3: Understand the importance of hosting major sporting events

Learners must be taught:

- the features of major sporting events, i.e.
  - regularity/scheduling, i.e.
    - ‘one-off’ (e.g. hosting the Olympic and Paralympic Games will only happen in any given country/city once in a generation)
    - regular (e.g. UEFA Champions League final is an annual event which a city could host more than once in a relatively short period of time but it is shared around as a rule)
  - regular and recurring (e.g. hosting a Formula 1 Grand Prix would be annual and is normally contracted for a period of years to the host country/city)
  - international element, i.e. involves competitors, and therefore supporters/interest, from more than one country (e.g. the Olympic and Paralympic Games; FIFA World Cup; Rugby Union Heineken Cup)
  - level of investment, i.e.
    - required
    - which may be attracted
  - potential ‘legacy’, i.e.
    - sporting
    - social
    - economic
- the potential benefits and drawbacks of cities/countries hosting major sporting events, i.e.
  - benefits, i.e.
    - investment in developing/improving transport system
    - increased direct and indirect tourism
    - commercial benefits (e.g. money from sponsors, external investment which would not otherwise have been attracted)
    - participation may increase in some sports
    - infrastructure/social facilities built can be used by people who live in the area where the events have been held
    - sports facilities will be improved or new facilities built
    - raise the status of the country/‘shop window effect’
    - morale of the country is raised
  - drawbacks, i.e.
    - bidding to host can be expensive and you may not be awarded the event
    - event can cost hosts more than it raises in revenue
    - facilities can end up not being used after the event if not planned properly
    - can have negative impact on the status of the country if event runs poorly/is disorganised
    - while hosting the event will help to promote one area of sport, others may suffer as a consequence
    - can cause divisions in the country if the specific area which hosted (e.g. one city) is perceived to have been the only beneficiary

- the links between potential benefits and drawbacks and legacy, i.e.
  - many of the benefits and drawbacks are relevant to more than one of the legacy areas (sporting, social, economic) (e.g. sports facilities could have both sporting and social legacy).

#### Learning Outcome 4: Know about the role of national governing bodies in sport

Learners must be taught:

- what national governing bodies in sport do, i.e.
  - promotion, i.e.
    - promoting participation (e.g. equal opportunities policies)
    - increasing the popularity of the sport (e.g. schemes for schools)
    - exposure in the media (e.g. press releases, public relations)
  - development, i.e.
    - elite training and development (e.g. national performance squads and national teams in many sports)
    - coaching awards (e.g. England Netball UK Coaching Certificate coaching awards from Level 1 upwards)
    - training of officials (e.g. the Rugby Football Union has a young officials award which can be used as a starting point to becoming an official)
  - infrastructure, i.e.
    - competitions and tournaments (e.g. England Basketball organise national competitions for over 500 teams from senior to under-13 level)
    - rule-making and disciplinary procedures (e.g. the Football Association has a disciplinary procedure for any individual or team connected with the sport)
    - providing a national directive and vision
    - providing guidelines, support and insurance to members
    - assist with facility developments
  - policies and initiatives, i.e.
    - anti-doping policies (e.g. the England and Wales Cricket Board has an anti-doping policy and has a list of all substances which are permitted and those that are banned)
    - promoting etiquette and fair play (e.g. The Football Association's 'Respect' campaign)
    - community programmes (e.g. Amateur Swimming Association's 'Swimfit')
    - information and guidance on safeguarding
  - funding, i.e.
    - lobby for, and receive, funding
    - distribution of funds, i.e.
      - grants
      - government, non-government
      - membership
      - subscriptions/match fees
      - lottery funding
      - income from media/ sponsorship/advertising
      - private investment and donations
      - merchandising
      - admission charges
      - fund raising events
    - provide members with advice about funding
  - support, i.e.
    - providing technical advice (e.g. England Hockey provide information about playing surfaces)
    - providing location and contact details for local clubs, how to get started in the sport etc.

During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

## 2.9 Sport Studies Unit R052: *Developing sports skills*

### Aims

While becoming an elite sports performer is a dream which not everyone is able to realise, many of those who are involved in sport and the sports and leisure industries in different roles (e.g. Physical Education teachers, sports officials, roles within national governing bodies, sports facility management) enter into these roles because they developed an interest in sport and physical activity through performing. Participation in sport and physical activity provides young people with a range of transferable skills. They can learn to work both independently and as part of a team; to communicate with team mates, or to an audience through performance; to perform under pressure; to use initiative to solve problems and make decisions considering rapidly changing conditions around them.

By completing this unit, learners will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study.

#### Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity

Learners must be taught:

- the key components of performance for an individual performer in a sporting activity, i.e.
  - performance of skills and techniques (e.g. a front somersault in trampolining)
  - creativity (e.g. communicating a theme to the audience through performance of a ballet dance)
  - appropriate use of tactics/strategies/compositional ideas (e.g. using a drop-shot against a baseline player in tennis)
  - decision-making during performance (e.g. shot selection from different lies in golf)
  - ability to manage/maintain own performance (e.g. staying composed after two illegal jumps in triple-jump).

#### Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity

Learners must be taught:

- the key components of performance for a team performer in a sporting activity, i.e.
  - performance of skills and techniques (e.g. a chest pass in netball)
  - creativity (e.g. feint to pass and then dribble in basketball)
  - appropriate use of tactics/strategies/compositional ideas (e.g. when to bowl a bouncer in cricket)
  - decision-making during performance (e.g. choice of pass in rugby union)
  - awareness of role within/contribution to the team (e.g. covering for a team mate who is out of position in football).

#### Learning Outcome 3: Be able to officiate in a sporting activity

Learners must be taught:

- how to apply rules and regulations relevant to the activity (e.g. reference to NGB rule books)
- the importance of consistency (e.g. making sure rules are applied consistently in a variety of situations)
- the importance of accuracy (e.g. applying rules correctly)
- the use of signals (e.g. whistles/flags/gestures – how, when, why)
- how to communicate decisions (e.g. with other officials, performers and the audience)
- the importance of positioning (e.g. to gain the best view to make decisions, not obstruct activity).

**Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity**

Learners must be taught:

- how to identify areas of improvement in their own performance in a sporting activity, i.e.
  - what are the key skills in the activity?
  - which key skills are strengths?
  - which key skills are weaknesses?
- types of skills, i.e.
  - simple skill (e.g. transferable between a number of sports such as running)
  - complex skill (e.g. tend to be specific to a sport (non-transferable) such as a tennis serve)
  - open skill (e.g. adaptable depending on the environment such as a pass in football)
  - closed skill (e.g. performed in a stable environment such as a free throw in basketball)
- types of practice, i.e.
  - whole i.e. the whole skill is performed at once (e.g. a triple jump)
  - part i.e. the skill is broken down into parts which are practised separately (e.g. just the 'hop' phase in the triple jump)
  - variable i.e. the skill is practised in the range of different situations that could be experienced in a performance
  - fixed i.e. a specific skill or technique is repeatedly practised in the same way
- methods to improve own performance, i.e.
  - different types of practice
  - altering context of performance (e.g. playing with and against better players can improve performance)
  - use of tools to aid evaluation (e.g. match analysis, video analysis, etc)
- how to measure improvement in skills, techniques and strategies developed, i.e.
  - completion of proficiency awards
  - keeping individual logs of performance
  - keeping video diaries
  - peer observation
  - monitoring competition results over time.

## 2.10 Sport Studies Unit R053: Sports leadership

### Aims

Whether voluntary or professional, the role of the sport leader is imperative in any sport; adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities.

By completing this unit, learners will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading.

### Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

Learners must be taught:

- different leadership roles and opportunities in sport (e.g. captains, managers, teachers, coaches, expedition leaders, role models)
- role-related responsibilities (e.g. knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid)
- personal qualities which relate to leadership roles (e.g. reliability, punctuality, confidence, communication, creativity)
- leadership styles, i.e.
  - democratic
  - autocratic
  - laissez-faire.

### Learning Outcome 2: Be able to plan sports activity sessions

Learners must be taught:

- key considerations when planning sports activity sessions, i.e.
  - objectives for the session (e.g. meeting the needs of the group)
  - appropriate venue (e.g. type, size, indoor/outdoor)
  - equipment needs (e.g. type, size weight, arrangements)
  - supervision needs (e.g. additional leaders, roles, number of participants)
  - timing of activities (e.g. related to age, experience of participants, weather)
  - introduction/conclusion of session (e.g. how, when, where?)
  - basic warm up/cool down (e.g. physical and mental preparation relevant to age of participants and the activity)
  - skills and technique development (e.g. appropriate activities/structure of a session)
  - engaging (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?)
  - organisation (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression)
- safety considerations when planning sports activity sessions, i.e.
  - risk assessments (e.g. facilities, equipment/clothing checks, activity-specific risks)
  - corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment)
  - emergency procedures (e.g. procedures in the event of an accident, procedures in the event of other emergencies, summoning qualified help, completion of relevant documents).

### Learning Outcome 3: Be able to deliver sports activity session

Learners must be taught:

- safe practice, i.e.
  - organisation of group/activity
  - safe supervision (e.g. as a leader, coach)
- delivery style, i.e.
  - proactive/reactive
  - demonstration/explanation
- communication skills, i.e.
  - verbal
  - non-verbal
  - appropriate language
  - technical terms
- motivation techniques, i.e.
  - encouragement
  - extrinsic motivators (e.g. rewards, prizes)
- activity-specific knowledge, i.e.
  - appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers
- adaptability, i.e.
  - making adjustments in an activity that isn't working
  - addressing issues you hadn't prepared for.

### Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session

Learners should be taught:

- key aspects to consider in evaluating planning and delivery of a sports activity session, i.e.
  - what went well?
    - against the plan (e.g. was the order of activities effective?)
    - against the delivery (e.g. did I keep everyone motivated?)
  - what did not go well?
    - against the plan (e.g. did I consider an appropriate number of activities?)
    - against the delivery (e.g. was the group listening to me?)
  - what could be improved for the future?
    - against the plan (e.g. were the group's objectives met?)
    - against the delivery (e.g. could I position myself better when communicating with the group?)

## 2.11 Sport Studies Unit R054: *Sport and the media*

### Aims

The media impacts upon all aspects of society today and consists of many strands, such as television, radio, the internet, newspapers, books and magazines. Sport uses the media to promote itself and in turn the media uses sport to expand and maintain uptake of its products. This unit will require learners to look at the differences in sports coverage across a range of media outlets; the impacts the media has on sport and how this has changed over the years and the effect on public interest and involvement in sport that the media has had.

By completing this unit, learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation.

### Learning Outcome 1: Know how sport is covered across the media

Learners must be taught:

- how sport is covered by:
  - television, i.e.
    - terrestrial (e.g. sports/events still on free-to-air TV)
    - satellite (e.g. sports/events covered on subscription-based sports channels)
    - pay-per-view (e.g. on-demand viewing of individual events)
  - written press, i.e.
    - newspapers
    - magazines
    - books
    - fanzines
  - radio, i.e.
    - dedicated sports radio stations (e.g. Talksport)
    - local radio coverage
    - national radio coverage
    - internet radio stations
  - internet, i.e.
    - blogs
    - video-sharing sites
    - social media
    - fan sites
    - live streams
    - P2P sharing (e.g. SopCast)
    - podcasts (e.g. Guardian Football Weekly).

### Learning Outcome 2: Understand positive effects that the media can have on sport

Learners must be taught:

- positive effects that media can have on sport, i.e.
  - increased exposure of minority sports, i.e.
    - greater range of sport covered in the media (e.g. growth in popularity of darts after Sky coverage)
  - increased promotional opportunities, i.e.
    - clubs/sports can promote themselves more through different media (e.g. own websites, TV channels)
    - individuals can have almost unlimited access to information about their favourite team/club/performer through different media.
  - education, i.e.
    - developing a better understanding of sports through media coverage (e.g. learning about rules or techniques through expert analysis)
  - increased income which benefits sport, i.e.
    - income generated by media rights goes to the sport or sports clubs, which they can invest (e.g. in facilities like stadium improvements, coaching facilities, etc.)
  - inspiring people to participate, i.e.
    - exposure/coverage in media makes more people want to take part (e.g. when British teams do well at the Olympics it often leads to increased participation at grass roots; participation in tennis usually increases around the time of Wimbledon)
    - creation of positive role models (e.g. Baroness Tanni Grey-Thompson DBE has become a prominent role model through coverage of her success in the Paralympics)
  - competition between sports and clubs, i.e.
    - competition for supporters/viewers means that sports and clubs need to think more about the needs of their customers and how to attract new audiences (e.g. ticket offers for under 16s, alternative formats such as Twenty20 cricket or Twickenham double-header in Rugby Union Premiership).

### Learning Outcome 3: Understand negative effects that the media can have on sport

Learners must be taught:

- negative effects that media can have on sport, i.e.
  - decline in live spectatorship, (e.g. you can watch a lot of sport without ever having to attend the events due to the amount of TV coverage, increase in ticket price as popularity of sport/club grows)
  - loss of traditional sporting values (e.g. scheduling changes to suit media coverage, the pressure competitors feel under to win works against sportsmanship)
  - media coverage of inappropriate behaviour of athletes, i.e.
    - on-field behaviour (e.g. inappropriate actions, such as swearing, unsporting behaviour, violent conduct are more likely to be captured due to an increase in the number of cameras at sports events)
    - off-field behaviour (e.g. rugby/football players behaving badly in nightclubs, negative press affecting professional performance)
    - creation of negative role models (e.g. aggressive behaviour towards officials in professional sport translates to grass root level)
  - increased pressure on officials, i.e.
    - scrutiny of decisions made (e.g. decisions viewed from various angles/slow motion, incorrect or poor decisions highly publicised and ability of officials questioned)
    - hype around events created by media can make officials' role much harder (e.g. rivalry is intensified by media coverage prior to game)
  - newspapers are dominated by a few sports (e.g. male-dominated sports with gambling associations feature prominently, females and ethnic minorities are shown less often)
  - saturation (e.g. there is so much sport coverage that people get fed up with it).

#### Learning Outcome 4: Understand the relationship between sport and the media

Learners must be taught:

- the relationship between sport and the media, i.e.
  - how media uses sport to promote itself (e.g. Sky Sports a flagship of the satellite/cable TV market)
  - how sport uses the media to promote itself (e.g. some of the more high-profile clubs have their own TV channel)
  - sport as a commodity, i.e.
    - many sports now much more dependant on media as a source of revenue
    - influence on the ownership of sports clubs, i.e. vehicle for the wealthy to self-promote/become celebrities (e.g. Chelsea Football club being owned by Roman Abramovich)
  - sponsorship and advertising, i.e.
    - links between amount of media coverage and sponsorship which can be attracted by clubs/players/athletes/events
    - different types of sponsorship and advertising which are seen in sport (e.g. naming rights for stadiums)
  - adoption and rejection of sporting heroes by the media (e.g. David Beckham has been vilified and redeemed by the media during his career)
  - how scrutiny/criticism through the media has increased (e.g. sports performers and management (including executives) are much more exposed to forms of the media)
  - the impact of pay-per-view (e.g. lower TV audiences for some big boxing events as pay-per-view only).

#### Learning Outcome 5: Be able to evaluate media coverage of sport

Learners must be taught:

- aspects which may influence the coverage of a story/item, i.e.
  - type/'brand' of media outlet (e.g. tabloid or broadsheet newspaper may report differently to one another)
  - competition with other media outlets (e.g. trying to find a different 'angle' for a report or story)
  - target audience (e.g. media outlet will try to report in a way which will resonate with its audience)
  - timing of the event/story/item (e.g. if the issue, organisation or people involved are already in the news, each new revelation can be magnified)
  - popularity, notoriety or size of the individual/club/organisation being covered (e.g. some may 'have a reputation' and, therefore, be more prone to criticism/seen as an easy target, conversely large/powerful organisations or individuals may not be targeted)
- features of the coverage which may vary from one media outlet to another, i.e.
  - representation of the issue(s), organisation(s) or individual(s) involved (e.g. focus of the item/story)
  - method of reporting (e.g. language, tone)
  - format/presentation (e.g. use of images/balance between image and text, headline, captions)
  - potential bias (e.g. media outlet has agenda/something to gain by taking a certain view/stance on an issue)
  - extent of the coverage (e.g. column inches, number of pages devoted to the item)
  - duration of the coverage (e.g. is the story/item revisited day after day?).

## 2.12 Sport Studies Unit R055: Working in the sports industry

### Aims

There are many career paths that can be followed within the sports industry, some of which people may not be aware of. Some of the careers available are not linked directly to a sport or do not revolve around physical activity but are still vitally important to the participation, progression and success of sports within the UK. Areas such as retail, administration, security and grounds-keeping can be just as important as coaching, managing and sports science.

By completing this unit, learners will be able to identify a number of careers within the sports industry, how to gain access to these, the wider context of the role they play, and the development paths within them. They will also look at how the sports industry affects society in Britain by looking at areas such as the economy, health and fitness, heritage, tourism and national identity.

### Learning Outcome 1: Know the areas of employment within the sports industry

Learners must be taught:

- different areas of employment within the sports industry, i.e.
  - administration/organisation (e.g. HR manager at a sports club, receptionist at a gym, health and safety officer at a leisure centre)
  - advertising and marketing (e.g. PR/marketing for a sports club, graphic designer)
  - coaching/leading/instructing (e.g. local/regional/NGB coach, qualified fitness instructor, outdoor activities leader)
  - facilities (e.g. steward at a sports venue, bar staff at a golf club, grounds keeper)
  - finance (e.g. sports auditing, finance officer for sports club/organisation)
  - government (e.g. Department for Culture, Media and Sport, local council/local authority sport)
  - media (e.g. local newspaper reporter, radio presenter, sports commentator/pundit, sports photographer)
  - national governing body (e.g. fund raising, regulation, monitoring)
  - retail (e.g. high street sports shop, internet sports retail)
  - professional sport (e.g. professional performer/athlete, professional coach/manager, professional referee/official, licensed agent)
  - sport development (e.g. sports development officer for a council, elite sport development officer for a university)
  - sports events (e.g. event organising committee, events promoter, specialist sports events travel)
  - sport-related gambling (e.g. book maker, online betting site developer)
  - sport science (e.g. sport medicine, physiotherapist, sport psychologist, personal trainer, nutritionist).

### Learning Outcome 2: Know the skills and knowledge required to work within the sports industry

Learners must be taught:

- skills which can be applied to different roles within the sports industry, i.e.
  - sport-specific skills (e.g. professional athlete, coach)
  - literacy and numeracy skills (e.g. finance, administration)
  - information technology skills (e.g. online shopping/gambling, graphic design)
  - people skills (e.g. high street shop, coaching, teaching)
  - communication skills (e.g. manager, instructor, TV/radio presenter)
  - organisational skills (e.g. events co-ordinator, HR consultant)
  - team working skills (e.g. fund raising team, marketing team)
- knowledge which can be applied to different roles within the sports industry, i.e.
  - rules and regulations (e.g. coaching, officiating)
  - consumer market (e.g. marketing, sponsorship, gambling)
  - education/training i.e. GCSEs, A Levels, university degree, vocational/industry standard qualifications, coaching award, college certificate (e.g. physiotherapist, grounds keeper)

- legislation (e.g. relating to Child Protection, licensing in some activities such as outdoor and adventurous, governing minimum standard of facilities)
- role-related experience (e.g. sales experience, management experience)
- health and safety (e.g. for practical roles such as coach, instructor).

### Learning Outcome 3: Be able to apply for jobs within the sports industry

Learners must be taught:

- sources of information regarding job vacancies in the sports industry, i.e.
  - careers advisers
  - connexion service
  - library
  - internet
  - job centre
  - local newspapers
  - notice board at sports centre
  - people employed in the workplace
  - specialist agencies (e.g. Careers in Sport, Prospects)
  - National Governing Bodies
  - sports organisations (e.g. UK sport, Youth Sport Trust)
- key aspects to consider in researching a specific job role within the sports industry, i.e.
  - job description/specification
  - company or organisation job role is with
  - skills and knowledge required
  - progression available
  - consideration of own suitability for the role and identification of own strengths and weaknesses
- how to create a curriculum vitae i.e.
  - of an appropriate length (e.g. clear and concise, not too short or too long)
  - details all appropriate qualifications, awards, experience
  - relevant and tailored to the job role researched
  - proof read i.e. make sure spelling, grammar and punctuation is correct
  - inclusion of a covering letter
- how to prepare for an interview, i.e.
  - prepare answers for common questions (e.g. why do you want to work here?)
  - consider research undertaken about the job role
  - prepare for assessment tasks (e.g. presentations, role play)
  - prepare your own questions (e.g. are there clear career progression routes within the company?)
- key considerations when producing a personal career plan, i.e.
  - SMART (specific, measurable, attainable, realistic, timely) targets
  - achievements
  - skills gaps
  - training needs.

### Learning Outcome 4: Understand the impacts which the sports industry has in the UK

Learners must be taught:

- economic impacts of the sports industry, i.e.
  - tourism (e.g. package holidays to major sporting events, cities with 'world famous' football teams attract tourists)
  - employment (e.g. growing areas increase employment, increase in internet shopping causing high street retailers to go out of business)
  - consumer expenditure (e.g. sports clothing, satellite channel subscription, attendance at live events)
  - foreign investment (e.g. professional football clubs being taken over by foreign companies, television rights)
  - productivity (e.g. sports success either as a participant or spectator can increase productivity in the workplace, employees may need to take time off sick due to sports-related injuries, can teach employees about team work)

- social impacts of the sports industry, i.e.
  - crime/anti-social behaviour (e.g. participation in sport helps decrease anti-social behaviour in youths, gambling can increase debt which can lead to crime, investment in security by sports clubs can lead to reduction in violence/hooliganism)
  - public services (e.g. police/ambulance services can be stretched on match days/local derby days where violence may be expected)
  - education (e.g. professional football clubs aiding education and qualifications, research shows learners involved in sport perform better in the classroom, dreams of becoming a professional athlete may lead to neglect of studies)
  - culture (e.g. sport provision more readily available in cities and towns rather than rural areas, different sports events or clubs target their advertising to different demographics encouraging social divides)
  - identity (e.g. if a sporting event is poorly managed it can reflect badly on the whole town/city, a well-run and well-equipped leisure centre can promote an area)
  - environment (e.g. increased popularity and promotion of sport encourages local councils to maintain green space, sports facilities increasing in number and size also increase their energy consumption and carbon footprint; match days can cause traffic congestion)
- health impacts of the sports industry, i.e.
  - increased awareness (e.g. advertising campaigns by sports clubs or retailers can highlight benefits of sport on health and fitness in order to sell their products, the NHS uses sports events to raise awareness about healthcare)
  - research (e.g. some physical rehabilitation techniques now available on the NHS were first discovered by sports scientists looking to aid athlete's recovery)
  - increased participation (e.g. availability of gyms, sports clubs and youth centres aids participation, specialist clothing and equipment can be purchased easily to aid participation in sport).

## 2.13 Sport Studies Unit R056: *Developing knowledge and skills in outdoor activities*

### Aims

Outdoor activities are group or individual activities that take place in a natural, outdoor environment and can vary from hillwalking through the Lake District to BASE jumping from the top of a rollercoaster in Thorpe Park. These activities usually involve meticulous planning and preparation and enable participants to develop skills that are useful and transferable in everyday life. For this reason, organisations increasingly use outdoor and adventurous activities as the basis for team away-days and team building exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group.

By completing this unit, learners will know about the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these activities. They will also be able to appreciate the reasons why people become involved in these activities and the risks they face when participating. Learners will consider how to plan an outdoor activity and be able to participate in one. They will gain an understanding of health and safety and risk assessments in outdoor scenarios, of detailed planning for a group activity with multiple variables, and they will develop their communication, decision making and leadership skills in challenging scenarios and environments.

### Learning Outcome 1: Know about different types of outdoor activities and their provision

Learners must be taught:

- the definition of an outdoor activity (e.g. a leisure, recreation or sport activity undertaken in a natural, rural or urban space, can be done as an individual or part of a group)
- examples of outdoor activities, i.e.
  - water sports (e.g. canoeing, dinghy sailing, windsurfing)
  - trekking (e.g. hillwalking, orienteering, mountaineering)
  - camping (e.g. wild camping)
  - climbing (e.g. single pitch, abseiling)
  - caving (e.g. potholing, mine exploration)
  - cycling (e.g. mountain biking, trail biking)
  - snow sports (e.g. snowboarding, cross country skiing, downhill skiing, snowshoeing)
  - gliding (e.g. hang gliding, paragliding)
  - other land-based activities (e.g. gorge walking, sea level traversing, high rope courses)
- provision of outdoor activities in the UK, i.e.
  - outdoor activity providers (e.g. outdoor activity centres, activity specific organisations, residential centres/camps)
  - national sports centres (e.g. Plas-y-Brenin in North Wales, Holme Pierrepont in Nottinghamshire)
  - voluntary organisations (e.g. Scouts, Guides, Duke of Edinburgh's Award)
  - examples of local and national providers of the different outdoor activities identified.

### Learning Outcome 2: Understand the value of participating in outdoor activities

Learners must be taught:

- general benefits of participating in outdoor activities, i.e.
  - increased confidence
  - enjoyment and challenge
  - improved health and fitness
  - greater environmental awareness
  - increased motivation
  - opportunity to socialise

- how participating in outdoor activities can help skills development, i.e.
  - social skills
  - team-building skills
  - decision-making skills
  - planning and organisation skills
  - problem-solving skills
  - communication skills.

### Learning Outcome 3: Be able to plan an outdoor activity

Learners must be taught:

- key considerations to make when planning an outdoor activity, i.e.
  - health and safety (e.g. is the activity suitable for the group, have all potential risks been identified)
  - personnel (e.g. ratio of leaders to participants, is the activity leader suitably qualified)
  - Adventure Activities Licensing Authority (e.g. centres delivering outdoor activities have to have a license)
  - clothing and equipment (e.g. appropriate to the activity, not damaged/torn)
  - location (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants)
  - supplies (e.g. will there be access to food and water)
  - emergency procedures (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services)
  - contingency plans (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break)
  - shelter (e.g. will an overnight stay be required, is there shelter from adverse weather conditions)
  - weather forecast (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity)
  - timing (e.g. is the time length of the activity suitable)
- hazards to be aware of when planning outdoor activities, i.e.
  - inappropriate supervision/tuition
  - poor/incorrect equipment (e.g. wrong type of footwear, a back pack that is too heavy)
  - unforeseen weather conditions (e.g. blizzards/flash floods)
  - illness/injury (e.g. dehydration, frost bite, fractures/sprains)
  - poor organisation (e.g. undefined roles within a team, inaccurate timings)
  - getting lost
  - unstable terrain (e.g. mud slides, avalanches)
  - animals and insects (e.g. insect bites, animals scavenging food).

### Learning Outcome 4: Be able to demonstrate knowledge and skills during outdoor activities

Learners must be taught:

- care and use of equipment, i.e.
  - understanding of correct purpose and use of activity-specific equipment (e.g. harnesses in rock climbing)
  - ability to use activity-specific equipment
  - appropriate storage to avoid damage
- safe practice, i.e.
  - follow instruction closely
  - ensure they have the prescribed clothing/equipment
  - make sure they are aware of emergency procedures
- communication skills, i.e.
  - verbal (e.g. appropriate language, suitable level of information provided)
  - non-verbal (e.g. hand signals in scuba-diving)
  - activity specific language/terminology (e.g. a 'shaft' in caving is a vertical passage whereas in fishing the 'shaft' is part of the fishing rod)

- decision-making skills, i.e.
  - defining and clarifying an issue
  - gathering facts about issues and understanding their causes
  - generating/brainstorming possible solutions
  - comparing the pros and cons of the options
  - selecting the best option
- team-working skills, i.e.
  - reliability
  - active listening
  - active participation
  - collaborative working
  - demonstrating commitment
  - treating others with respect
- problem-solving skills, i.e.
  - prioritise issues
  - set targets for resolution (e.g. I need to resolve this problem before the sun sets)
  - use experience to help resolve problem (e.g. when I encountered a similar problem I tried this to resolve it)
  - monitor their performance in resolving a problem (e.g. this isn't working, I'll try something else)
  - evaluate their performance in resolving a problem (e.g. next time it will be better if I do this first).

## 3.1 Overview of the assessment in Cambridge Nationals in Sport Science

Entry code	Qualification title	GLH	Reference
J802	OCR Level 1/2 Cambridge National Award in Sport Science	60	600/5120/6
Made up of:			
<ul style="list-style-type: none"> <li>Units R041 and R042</li> </ul>			
J812	OCR Level 1/2 Cambridge National Certificate in Sport Science	120	600/5121/8
Made up of:			
<ul style="list-style-type: none"> <li>Units R041 and R042</li> <li>Any other two units.</li> </ul>			

### Sport Science

#### Unit R041: Reducing the risk of sports injuries

30 GLH  
 1 hour written paper  
 60 marks (60 UMS)  
 OCR set and marked

This question paper:

- comprises short answer questions, extended response questions and some use of multiple choice questions
- assesses the quality of written communication.

#### Unit R042: Applying principles of training

30 GLH  
 Approx 10 hours internal assessment  
 60 marks (60 UMS)  
 Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

#### Unit R043: The body's response to physical activity

30 GLH  
 Approx 10 hours internal assessment  
 60 marks (60 UMS)  
 Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

#### Unit R044: Sport psychology

30 GLH  
 Approx 10 hours internal assessment  
 60 marks (60 UMS)  
 Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

**Unit R045: Sports nutrition**

30 GLH  
Approx 10 hours internal assessment  
60 marks (60 UMS)  
Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

**Unit R046: Technology in sport**

30 GLH  
Approx 10 hours internal assessment  
60 marks (60 UMS)  
Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

Unit R041 is a timetabled exam. The question paper consists of short answer questions, extended response questions and some use of multiple choice questions.

Units R042–R046 are centre-assessed and OCR-moderated tasks. To claim the Level 1/2 Cambridge National Award (60 GLH) qualification, learners must complete both Unit R041 and Unit R042.

### 3.2 Overview of the assessment in Cambridge Nationals in Sport Studies

Entry code	Qualification title	GLH	Reference
J803	OCR Level 1/2 Cambridge National Award in Sport Studies	60	600/5122/X
Made up of:			
<ul style="list-style-type: none"> <li>Units R051 and R052</li> </ul>			
J813	OCR Level 1/2 Cambridge National Certificate in Sport Studies	120	600/5123/1
Made up of:			
<ul style="list-style-type: none"> <li>Units R051 and R052</li> <li>Any other two units.</li> </ul>			

#### Sport Studies

##### Unit R051: *Contemporary issues in sport*

30 GLH  
1 hour written paper  
60 marks (60 UMS)  
OCR set and marked

This question paper:

- comprises short answer questions, extended response questions and some use of multiple choice questions
- assesses the quality of written communication.

##### Unit R052: *Developing sports skills*

30 GLH  
Approx 10 hours internal assessment  
60 marks (60 UMS)  
Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

##### Unit R053: *Sports leadership*

30 GLH  
Approx 10 hours internal assessment  
60 marks (60 UMS)  
Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

##### Unit R054: *Sport and the media*

30 GLH  
Approx 10 hours internal assessment  
60 marks (60 UMS)  
Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed tasks(s).

**Unit R055: *Working in the sports industry***

30 GLH

Approx 10 hours internal assessment

60 marks (60 UMS)

Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

**Unit R056: *Developing knowledge and skills in outdoor activities***

30 GLH

Approx 10 hours internal assessment

60 marks (60 UMS)

Centre assessed and OCR moderated

The assessment for this unit:

- comprises of centre assessed task(s).

Unit R051 is a timetabled exam. The question paper consists of short answer questions, extended response questions and some use of multiple choice questions.

Units R052–R056 are centre-assessed and OCR-moderated tasks. To claim the Level 1/2 Cambridge National Award (60 GLH) qualification, learners must complete both Unit R051 and Unit R052.

### 3.3 Links between units and synoptic assessment

The DfE has recently announced that only those qualifications that provide evidence of synoptic assessment that demonstrates pupils' broad understanding of what they have studied in their courses will be counted in the school attainment tables.

These qualifications are designed with that requirement in mind. They have been written in a way that allows learners to sequentially build up their knowledge, understanding and skills between the units and over the course of their programme of learning, which will support them in the assessment of their units.

While we will not prescribe in which order the units are assessed, it is important to be aware of the links between units and the requirement for synoptic assessment so that the teaching, learning and assessment can be planned accordingly then when being assessed learners can apply their learning in ways which show they are able to make connections across the qualification.

Synoptic assessment is included in units R043, R044, R045, R046, R053, R054, R055 and R056.

This specification will support synoptic assessment by:

- showing teaching and learning links between the units across the specification
- giving guidance, with the marking criteria for the centre assessed units, about where learners could apply the knowledge and understanding from other units to improve their performance.

These qualifications support synoptic learning and assessment by employing the following principles:

- to provide content that will allow for holistic delivery and the application of prior or concurrent learning
- to enable learners to demonstrate an ability to use and apply a range of different methods and/or techniques
- to provide assessment that encourages learners to put forward different ideas and/or explanations to support decisions they have made
- to develop learners' ability to suggest or apply different approaches to contexts, situations
- to develop and assess learners' use of transferable skills
- to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses
- to enable learners to evaluate and justify their decisions, choices and recommendations.

Some of the synoptic links between units which could be explored are evidenced in the tables which follow.

## Sport Science

### Unit R043: *The body's response to physical activity*

#### LO1: Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles

##### Unit R041: *Reducing the risk of sports injuries* – LO1, LO2, LO3, LO4

Consideration of factors which can influence the risk of injury, appropriate warm ups and cool downs and different types of injuries and medical conditions will provide useful knowledge and context for studying body systems in more detail.

##### Unit R042: *Applying principles of training* – LO2, LO3

The structure and function of body systems are intrinsically linked to fitness components and so understanding the targeted use of different training methods to improve different fitness components can be applied to this LO.

##### Unit R045: *Sports nutrition* – LO3, LO4

The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.

A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.

##### Unit R046: *Technology in sport* – LO2, LO3

Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.

In some ways, technology can be seen to 'level the playing field' between athletes of differing physical ability, to the detriment of sport as a measure of skill and/or physical endurance. This could be linked to understanding of how the body responds to physical activity.

#### LO2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness

##### Unit R041: *Reducing the risk of sports injuries* – LO1, LO2, LO3

The health of the musculo-skeletal and cardio-respiratory systems are closely related to intrinsic factors which can influence the risk of injury.

##### Unit R042: *Applying principles of training* – LO2, LO3

The different components of fitness have strong links with the health of musculo-skeletal and cardio-respiratory systems, so knowledge of them begins to indicate why the health of these body systems is fundamentally important.

Understanding the use of different training and testing methods relating to components of fitness can be applied to many of the benefits of healthy body systems, for example, linking muscular strength with particular types of everyday task or occupation.

##### Unit R045: *Sports nutrition* – LO3, LO4

The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.

A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.

Unit R046: *Technology in sport* – LO2, LO3

Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.

In some ways technology can be seen to 'level the playing field' between athletes of differing physical ability, to the detriment of sport as a measure of skill and/or physical endurance. This could be linked to understanding of how the body responds to physical activity.

**LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems**

Unit R041: *Reducing the risk of sports injuries* – LO1, LO2, LO3

Links to factors which influence injury, warm ups and cool downs (which produce examples of some of the short-term effects). Understanding could aid some aspects of identification and treatment of injuries and medical conditions (e.g. cramp or asthma).

Unit R042: *Applying principles of training* – LO2, LO3, LO4

Understanding of the short-term effects of physical activity would be applied in selecting relevant training methods and conducting and interpreting fitness tests.

Unit R045: *Sports nutrition* – LO2, LO3, LO4

Nutrition before, during and after exercise, different nutritional requirements for varying physical activities and the use of supplements could be linked to short-term and long-term effects of exercise.

The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.

A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.

Unit R046: *Technology in sport* – LO2, LO3

Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.

**LO4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems**

Unit R042: *Applying principles of training* – LO3, LO4

Knowledge and understanding gained about fitness testing and developing fitness programmes can be used here and, while in this unit and LO the focus is purely upon the assessment of physiological adaptations, there is no reason why one programme could not be undertaken by a learner who achieved both this LO and LO4 of unit R042 and was based on the outcomes of fitness tests done in LO3 of unit R042.

Unit R045: *Sports nutrition* – LO3, LO4

The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.

A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.

Unit R046: *Technology in sport* – LO2, LO3

Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.

**Unit R044: Sport psychology****LO1: Understand the relationship between personality and sports performance**

Unit R041: *Reducing the risk of sports injuries* – LO1

Some of the factors which influence injury have links with the relationship between personality and sport (e.g. observed or social learning could result in more or less adherence to rules, which will affect the risk of injury).

Unit R045: *Sports nutrition* – LO3, LO4

Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.

Aims of a diet plan could be related to confidence, motivation and/or concentration levels.

**LO2: Know how motivation can affect sports performance**

Unit R041: *Reducing the risk of sports injuries* – LO1, LO2

Motivation can have links with physical preparation which can in turn influence the risk of injury when participating in physical activity. The psychological benefits of warm ups also link to motivation.

Unit R042: *Applying principles of training* – LO1, LO4

Appropriate application of the principles of training will have links with motivation (e.g. variance, to avoid boredom in completing the training programme). In combination, the use of goal setting to ensure/enhance motivation combined with the application of principles of training should ensure that the specific needs identified are met.

Unit R045: *Sports nutrition* – LO3, LO4

Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.

Aims of a diet plan could be related to confidence, motivation and/or concentration levels.

**LO3: Know how aggression can affect sports performance**

Unit R041: *Reducing the risk of sports injuries* – LO1

Aggression could be an intrinsic (your own aggression) and extrinsic (aggression of other participants) factor in the risk of injury.

**LO4: Understand the impact of arousal and anxiety on sports performance**

Unit R041: *Reducing the risk of sports injuries* – LO2

The psychological benefits of warm ups link to arousal/anxiety and strategies which can be employed to control arousal/anxiety and improve concentration and focus.

Unit R045: *Sports nutrition* – LO3, LO4

Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.

Aims of a diet plan could be related to confidence, motivation and/or concentration levels.

**LO5: Be able to apply sport psychology strategies to enhance sports performance****Unit R041: *Reducing the risk of sports injuries* – LO2**

The psychological benefits of warm ups include strategies such as mental rehearsal, use of imagery and relaxation techniques which can be employed to control arousal/anxiety and improve concentration and focus.

**Unit R042: *Applying principles of training* – LO1, LO2, LO4**

The use of goal setting to ensure/enhance motivation can be combined with the application of principles of training as there are many links. The training programme developed in LO4 of this unit could be used to evidence the successful application of some sports psychology strategies such as goal setting to enhance performance.

**Unit R045: *Sports nutrition* – LO3, LO4**

Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.

Aims of a diet plan could be related to confidence, motivation and/or concentration levels.

### Unit R045: *Sports nutrition*

#### LO1: Know about the nutrients needed for a healthy, balanced diet

Unit R041: *Reducing the risk of sports injuries* – LO1, LO4

Nutrition is one of the individual variables that are intrinsic factors which can influence the risk of injury as well as impacting upon other factors in the medium-to-long-term such as fitness levels, fatigue and posture.

Also has links to some common medical conditions, as they may require specialised diets, diabetes for example.

#### LO2: Understand the importance of nutrition in sport

Unit R041: *Reducing the risk of sports injuries* – LO1, LO4

Nutrition is one of the individual variables that are intrinsic factors which can influence the risk of injury as well as impacting upon other factors in the medium-to-long-term such as fitness levels, fatigue and posture.

Also has links to some common medical conditions, as they may require specialised diets, diabetes for example.

Unit R042: *Applying principles of training* – LO2, LO4

Aerobic and anaerobic exercise links closely with the understanding of the varying dietary requirements of different activity types. Nutrition would also be a consideration in terms of establishing information about a subject's health when designing a fitness training programme.

Unit R043: *The body's response to physical activity* – LO3, LO4

Nutrition before, during and after exercise, different nutritional requirements for varying physical activities and the use of supplements could be linked to short-term and long-term effects of exercise.

Unit R046: *Technology in sport* – LO2

Technological advances have allowed for more advanced testing and research into issues relating to nutrition and diet.

#### LO3: Know about the effects of a poor diet on sports performance and participation

Unit R041: *Reducing the risk of sports injuries* – LO1, LO4

Nutrition (or lack of) is one of the individual variables that are intrinsic factors which can influence the risk of injury as well as impacting upon other factors in the medium-to-long-term such as fitness levels, fatigue and posture.

Also has links to some common medical conditions, as they may require specialised diets, diabetes for example.

Unit R042: *Applying principles of training* – LO4

Nutrition (or lack of) would also be a consideration in terms of establishing information about a subject's health when designing a fitness training programme.

Unit R043: *The body's response to physical activity* – LO1, LO2, LO3, LO4

The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.

Unit R044: *Sport psychology* – LO1 LO2, LO4, LO5

Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.

Unit R046: *Technology in sport* – LO2

Technological advances have allowed for more advanced testing and research into issues relating to nutrition and diet.

#### LO4: Be able to develop diet plans for performers

Unit R041: *Reducing the risk of sports injuries* – LO1

A diet plan would need to take account of the subject's health and associated risks in terms of starting information, which links to the intrinsic factors in R041, LO1.

Unit R042: *Applying principles of training* – LO1, LO3, LO4

Underpinning principles of training could be relevant to the production of a diet plan, e.g. variance – if the plan devised means eating very similar foods the entire time then adherence to it is less likely.

How to assess the effects of physical activity can be used in the design of a diet plan, e.g. identification of aims of plan, collecting key information on subject etc.

Unit R043: *The body's response to physical activity* – LO1, LO2, LO3, LO4

A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.

Unit R044: *Sport psychology* – LO1 LO2, LO4, LO5

Aims of the diet plan could be related to confidence, motivation and/or concentration levels.

Unit R046: *Technology in sport* – LO2

Technological advances have allowed for more advanced testing and research into issues relating to nutrition and diet.

**Unit R046: Technology in sport****LO1: Know how technology is used in sport**

Unit R041: *Reducing the risk of sports injuries* – LO1, LO2, LO3, LO4

Technology is used in prevention of, and recovery, from injury as well as in screening for injury and medical conditions. Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity which can be applied to warm-up/cool-down. Has also led to advancement of injury treatment, both immediate and longer-term.

Unit R042: *Applying principles of training* – LO2, LO3, LO4

Sport technology is used in many aspects of training, such as equipment, fitness tests, monitoring, etc.

**LO2: Understand the positive effects of sports technology**

Unit R041: *Reducing the risk of sports injuries* – LO1, LO2, LO3, LO4

Technology is used in prevention of, and recovery from, injury as well as in screening for injury and medical conditions. Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity which can be applied to warm-up/cool-down. Has also led to advancement of injury treatment, both immediate and longer-term.

Unit R042: *Applying principles of training* – LO2, LO3, LO4

Sport technology is used in many aspects of training, such as equipment, fitness tests, monitoring, etc.

Unit R043: *The body's response to physical activity* – LO1, LO2, LO3, LO4

Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.

Unit R045: *Sports nutrition* – LO2, LO3, LO4

Technological advances have allowed for more advanced testing and research into issues relating to nutrition and diet, including better testing for banned supplements in elite competition.

**LO3: Understand the negative effects of sports technology**

Unit R043: *The body's response to physical activity* – LO1, LO3, LO4

In some ways technology can be seen to 'level the playing field' between athletes of differing physical ability, to the detriment of sport as a measure of skill and/or physical endurance. This could be linked to understanding of how the body responds to physical activity.

Unit R045: *Sports nutrition* – LO2, LO3, LO4

A more scientifically advanced approach to sports performance has led to increasingly sophisticated supplements being used by elite performers, sometimes contravening the rules of the sport. It has also been argued that in some contact sports, the use of supplements and nutritional/dietary understanding has led to performers 'bulking up', developing muscle mass which puts too great a strain on ligaments and tendons and can lead to serious injury.

**LO4: Be able to evaluate the impact of technology in sport**

Could be any combination of the above links depending on the technology or organisation chosen as the focus for study. For example, evaluation of a high performance centre would possibly touch upon injury prevention/treatment, enhancing training programmes and performance monitoring and so on.

## Sport Studies

### Unit R053: *Sports leadership*

#### LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

Unit R052: *Developing sports skills* – LO3

The role of official is a type of sports leadership and undertaking this role will help learners to gain an appreciation of many of the skills involved in sports leadership.

Unit R054: *Sport and the media* – LO2, LO3

Learners may associate many of the different qualities, styles, roles and responsibilities of sports leaders with positive and/or negative role models in sport. Contrasting approaches to being a sports leader can be applied through the use of examples from sport.

Unit R055: *Working in the sports industry* – LO2

Skills required for different jobs within sports industry could be related to leadership styles and qualities.

Unit R056: *Developing knowledge and skills in outdoor activities* – LO2

Many skills required in outdoor activities relate to leadership and working with a team.

#### LO2: Be able to plan a sports activity session

Unit R051: *Contemporary issues in sport* – LO1, LO2

Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader's considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Learners should draw upon the knowledge and practical experience gained in unit R052 when planning their sports activity sessions to assist in meeting some of the requirements of this LO and LO3.

Unit R055: *Working in the sports industry* – LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery, of sports activities/coaching/training.

Unit R056: *Developing knowledge and skills in outdoor activities* – LO2, LO3, LO4

Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in or delivery of sports activities/coaching/training.

#### LO3: Be able to deliver a sports activity session

Unit R051: *Contemporary issues in sport* – LO1, LO2

Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader's considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Learners should draw upon the knowledge and practical experience gained in unit R052 when delivering their sports activity sessions to assist in meeting some of the requirements of this LO and LO2.

Unit R055: *Working in the sports industry* – LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of, sports activities/coaching/training.

Unit R056: *Developing knowledge and skills in outdoor activities* – LO2, LO3, LO4

Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in or delivery of sports activities/coaching/training.

#### **LO4: Be able to evaluate own performance in delivering a sports activity session**

Unit R051: *Contemporary issues in sport* – LO1, LO2

Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader's considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

When evaluating the success of their sports activity session, some of the key considerations in terms of meeting the needs of the participants will be closely linked to the knowledge gained in unit R052 in terms of meeting the aims of the session and the needs of its participants.

Unit R055: *Working in the sports industry* – LO2, LO3, LO4

Evaluation of performance is a key aspect of fulfilling various job roles and in identifying strengths, weaknesses, skills gaps, etc.

Unit R056: *Developing knowledge and skills in outdoor activities* – LO2, LO3, LO4

Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in or delivery of sports activities/coaching/training.

### Unit R054: *Sport and the media*

#### LO1: Know how sport is covered across the media

Unit R051: *Contemporary issues in sport* – LO1

Knowing about the coverage of sport in the media has links with the use of promotion to increase participation in sport as well as understanding the popularity of different sports.

Unit R055: *Working in the sports industry* – LO1, LO2, LO3, LO4

Media (of various types) is a significant area of the sports industry.

#### LO2: Understand positive effects that the media can have on sport

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3

Media coverage can have a range of positive effects on sport, affecting participation, popularity, the promotion of values and the hosting (and legacy) of major sporting events.

Unit R052: *Developing sports skills* – LO1, LO2, LO3

One of the positive impacts which media coverage has had on sport is in terms of education, whether introducing people to new sports at a basic level by the coverage increasing awareness, or in terms of in-depth analysis which aids peoples understanding of the techniques, tactics and compositional ideas involved. When developing sports skills, often, young people will start by wanting to replicate the techniques of a role model who they have seen performing in the activity at elite level.

Media coverage has also made officials in some sports higher profile; increasingly officials are employed on a professional basis and remunerated accordingly. This has heightened awareness of a different way to be an important part of elite sport if elite performance is unlikely to be an option.

Unit R053: *Sports leadership* – LO1

The media can promote good sports leaders who are positive role models.

Unit R055: *Working in the sports industry* – LO1, LO2, LO3, LO4

Media (of various types) is a significant area of the sports industry and positive promotion/coverage of different aspects of sport can lead to job creation and innovation within other areas of the industry.

#### LO3: Understand negative effects that the media can have on sport

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3

Media coverage can have a range of negative effects on sport, affecting participation, popularity, the promotion of values and the hosting (and legacy) of major sporting events.

Unit R052: *Developing sports skills* – LO1, LO2, LO3

Negative sports role models covered in the media can lead to on-field misbehaviour being replicated in lower age groups, for example, unsporting behaviour towards other players and spectators.

Increased pressure and scrutiny on officials is one of the negative impacts which the media has had on sport. This can lead to a perception that officials are not as good as they should be and could put people off wanting to be officials. It has made the role of the official much more challenging in many ways.

Unit R053: *Sports leadership* – LO1

Some sports leaders may get a disproportionate amount of media coverage because of their less desirable qualities and styles of leadership. If they are perceived as being outspoken, this can generate a lot of potential stories for the media to report.

Unit R055: *Working in the sports industry* – LO1, LO2, LO3, LO4

Media (of various types) is a significant area of the sports industry.

**LO4: Understand the relationship between sport and the media**

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3

The issues covered in unit R051 are intrinsically linked with the relationship between sport and the media. Sport uses the media to try to get more coverage, more money, more people involved. Similarly, as sport becomes more high profile, the more interesting less positive stories relating to sport or sports performers become, and the more damaging widespread coverage can potentially be.

Unit R053: *Sports leadership* – LO1

Coverage of different sports leaders can, in part, depend not just on their qualities or effectiveness in terms of performance but often on their style. If they are outspoken or quotable, they may get more coverage in the media than other sports leaders who are just as effective but less 'media-friendly'.

Unit R055: *Working in the sports industry* – LO1, LO2, LO3, LO4

Media (of various types) is a significant area of the sports industry. The importance of the relationship between sport and the media is reflected by how many different types of role exist within the sports industry which are either within the media or to do with media relations/PR.

**LO5: Be able to evaluate media coverage of sport**

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3, LO4

The nature of the media coverage evaluated will be influenced by the popularity and size of the sport and organisations and/or individuals involved as well as by the media outlets that are covering it. The coverage may be directly relevant to specific contemporary issues such as ethical issues in sport, a major sporting event or the role of a National Governing Body such as the F.A. or R.F.U.

Unit R055: *Working in the sports industry* – LO1, LO2, LO3, LO4

Media (of various types) is a significant area of the sports industry.

### Unit R055: *Working in the sports industry*

#### LO1: Know the areas of employment within the sports industry

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3, LO4

Areas of employment within the sports industry will be related to provision, participation and development within sport, as well as promotion, major events and the work of NGBs.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of, sports activities/coaching/training.

Unit R053: *Sports leadership* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of sports, activities/coaching/training.

Unit R054: *Sport and the media* – LO1

Media (of various types) is a significant area of the sports industry.

#### LO2: Know the skills and knowledge required to work within the sports industry

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3, LO4

Areas of employment within the sports industry will be related to provision, participation and development within sport, as well as promotion, major events and the work of NGBs.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of, sports activities/coaching/training.

Unit R053: *Sports leadership* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of, sports activities/coaching/training.

Unit R054: *Sport and the media* – LO1, LO2, LO4

Media (of various types) is a significant area of the sports industry.

#### LO3: Be able to apply for jobs within the sports industry

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3, LO4

Areas of employment within the sports industry will be related to provision, participation and development within sport, as well as promotion, major events and the work of NGBs.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of, sports activities/coaching/training.

Unit R053: *Sports leadership* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of, sports activities/coaching/training.

Unit R054: *Sport and the media* – LO1, LO2, LO4

Media (of various types) is a significant area of the sports industry.

**LO4: Understand the impacts which the sports industry has in the UK**

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3, LO4

Areas of employment within the sports industry will be related to provision, participation and development within sport, as well as promotion, major events and the work of NGBs.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of, sports activities/ coaching/training.

Unit R053: *Sports leadership* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in, or delivery of, sports activities/ coaching/training.

Unit R054: *Sport and the media* – LO1, LO2, LO4

Media (of various types) is a significant area of the sports industry.

### Unit R056: Developing knowledge and skills in outdoor activities

#### LO1: Know about different types of outdoor activities and their provision

Unit R051: *Contemporary issues in sport* – LO1

Could be related to provision, participation and development within sport, as well as the work of specific NGBs/similar bodies in Outdoor education.

Unit R055: *Working in the sports industry* – LO1, LO2, LO3, LO4

Outdoor activities are a key part of the sport and leisure industry and, therefore, could be relevant to the study of all aspects of unit R055.

#### LO2: Understand the value of participating in outdoor activities

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO4

Directly relevant to the promotion of values in sport studied in LO2 of unit R051. Promotion of these activities, in general terms and specifically through NGB or similar organisations, would focus on these benefits amongst others.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in, or delivery of, sports activities/coaching/training.

Unit R053: *Sports leadership* – LO1, LO2, LO3, LO4

Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in, or delivery of, sports activities/coaching/training.

Unit R055: *Working in the sports industry* – LO2, LO3, LO4

Many of the skills which can be developed through participation in outdoor activities would be of value to someone looking to work in the industry. They also are part of the appeal of this particular sector as an industry in terms of attracting business, e.g. being used for corporate away-days, team-building activities etc.

#### LO3: Be able to plan an outdoor activity

Unit R051: *Contemporary issues in sport* – LO1, LO2

Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader's considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Learners should draw upon the knowledge and practical experience gained in unit R052 when planning their sports activity sessions to assist in meeting some of the requirements of this LO and LO4.

Unit R053: *Sports leadership* – LO1, LO2, LO3, LO4

Many of the skills developed in unit R053 are relevant to the planning and participation in outdoor activities.

Unit R055: *Working in the sports industry* – LO1, LO2, LO3, LO4

Outdoor activities are a key part of the sport and leisure industry and, therefore, could be relevant to the study of all aspects of unit R055.

#### LO4: Be able to demonstrate knowledge and skills during outdoor activities

Unit R051: *Contemporary issues in sport* – LO1, LO2

Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader's considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Learners should draw upon the knowledge and practical experience gained in unit R052 when planning their sports activity sessions to assist in meeting some of the requirements of this LO and LO3.

Unit R053: *Sports leadership* – LO1, LO2, LO3, LO4

Many of the skills developed in unit R053 are relevant to the planning and participation in outdoor activities.

Unit R055: *Working in the sports industry* – LO1, LO2, LO3, LO4

Outdoor activities are a key part of the sport and leisure industry and, therefore, could be relevant to the study of all aspects of unit R055.

### 3.4 Grading and awarding grades

All results are awarded on the following scale:

- Distinction\* at Level 2 (\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

The shortened format of the grade will be displayed on Interchange and some administrative documents provided by OCR. However, the full format of the grade will appear on the certificates issued to learners.

The boundaries for Distinction at Level 2, Pass at Level 2, and Pass at Level 1 are set judgementally. Other grade boundaries are set arithmetically.

The Merit (Level 2) is set at half the distance between the Pass (Level 2) grade and the Distinction (Level 2) grade. Where the gap does not divide equally, the Merit (Level 2) boundary is set at the lower mark (e.g. 45.5 would be rounded down to 45).

The Distinction\* (Level 2) grade is normally located as far above Distinction (Level 2) as Merit (Level 2) is below Distinction (Level 2).

To set the Distinction (Level 1) and Merit (Level 1) boundaries, the gap between the Pass (Level 1) grade and the Pass (Level 2) grade is divided by 3, and the boundaries set equidistantly. Where this division leaves a remainder of 1, this extra mark will be added to the Distinction (Level 1)-Pass (Level 2) interval (i.e. the Distinction (Level 1) boundary will be lowered by 1 mark). Where this division

leaves a remainder of 2, the extra marks will be added to the Distinction (Level 1)-Pass (Level 2) interval, and the Merit (Level 1)-Distinction (Level 1) interval, i.e. the Distinction (Level 1) boundary will be lowered by 1 mark, and the Merit (Level 1) boundary will be lowered by 1 mark.

Grades are indicated on qualification certificates. However, results for learners who fail to achieve the minimum grade (Pass at Level 1) will be recorded as *unclassified* (U or u) and this is **not** certificated.

These qualifications are unitised schemes. Learners can take units across several different series. They can also re-sit units or choose from optional units available. Please refer to section 7.4 'Unit and qualification re-sits' for more information. When working out learners' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A learner's uniform mark for each unit is calculated from the learner's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the learner's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/60.

The uniform mark boundaries for each of the assessments are shown below:

Unit GLH	Max Unit Uniform Mark	Unit Grade							
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
30	60	54	48	42	36	30	24	18	0

The learner's uniform mark for the externally assessed unit will be combined with the uniform mark for the centre assessed units to give a total uniform mark for the qualification. The learner's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Qualification	Max Uniform Mark	Qualification Grade							
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
Award	120	108	96	84	72	60	48	36	0
Certificate	240	216	192	168	144	120	96	72	0

### 3.5 Performance descriptors

The performance descriptors indicate the level of attainment associated with Distinction at Level 2, Pass at Level 2 and Pass at Level 1. They are for use at awarding meetings. They give a general indication of the levels of attainment likely to be shown by a representative learner performing at these boundaries.

#### 3.5.1 Cambridge Nationals in Sport Science

##### Performance descriptor – Distinction at Level 2

Learners will be able to work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills and qualities at a high level.

They will be able to apply knowledge, understanding and skills in a variety of contexts, confidently exploring, identifying, selecting and using a wide range of sport science methods and approaches which add value in the workplace and in higher education.

They will be able to produce work that is complete and coherent, demonstrating originality, independence and depth of understanding.

They will be able to:

- recall a wide range of information regarding the effective application of sport science
- demonstrate detailed knowledge and thorough understanding of physical and psychological factors that affect performance and participation in sporting activities
- identify, plan and carry out a wide range of activities and exercises to prepare for, and recover from, sporting activities
- demonstrate an understanding of how to meet specific needs when developing and delivering different physical activity programmes
- use appropriate technical language and scientific terminology accurately
- demonstrate well-developed evaluative skills.

### Performance descriptor – Pass at Level 2

Learners will be able to work with independence to create material which reflects effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities.

They will be able to apply knowledge, understanding and skills, identifying, selecting and using a range of sport science approaches commonly used in the workplace and in higher education.

They will be able to produce work that is complete and coherent, demonstrating independence and understanding.

They will be able to:

- recall information regarding the effective application of sport science
- demonstrate knowledge and understanding of physical and psychological factors that affect performance and participation in sporting activities
- identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities
- demonstrate awareness of how to meet specific needs when developing and delivering different physical activity programmes
- use some technical language and scientific terminology correctly
- demonstrate evaluative skills.

### Performance descriptor – Pass at Level 1

Learners will be able to show some evidence of independent work to create material which demonstrates a degree of planning, development and evaluation in some aspects.

They will be able to apply knowledge, understanding and skills in a limited range of contexts. They will have understanding of how to identify, select and use sport science approaches. They will be able to use a limited range of features from some sport science methods and approaches used in the workplace and in higher education.

They will be able to produce work which demonstrates some evidence of independence and understanding.

They will be able to:

- recall some information regarding the application of sport science
- demonstrate basic knowledge of physical and psychological factors that affect performance and participation in sporting activities
- identify and carry out some activities and exercises suitable for preparing for, and recovering from, sporting activities
- demonstrate limited awareness of how to meet specific needs when developing and delivering different physical activity programmes
- use some basic scientific terminology
- demonstrate limited evaluative skills.

### 3.5.2 Cambridge Nationals in Sport Studies

#### Performance descriptor – Distinction at Level 2

Learners will be able to work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills and qualities at a high level.

They will be able to apply knowledge, understanding and skills in a variety of sporting contexts, confidently identifying and exploring a wide range of social issues within sporting contexts. They will be able to confidently use a range of skills and abilities which add value in the workplace and in higher education.

They will be able to produce work that is complete and coherent, demonstrating originality, independence and depth of understanding.

They will be able to:

- recall a wide range of information regarding contemporary issues in sport
- demonstrate detailed knowledge and thorough understanding of social factors that affect performance and participation in sporting activities
- identify, plan and carry out a wide range of suitable activities and exercises that demonstrate personal ability in sporting activities
- demonstrate a thorough understanding of methods and practices to improve their own and others' performance in sporting activities
- demonstrate an understanding of how to meet specific needs when developing and delivering different physical activity programmes
- demonstrate thorough knowledge of current issues within sport
- demonstrate well-developed evaluative skills.

#### Performance descriptor – Pass at Level 2

Learners will be able to work with independence to create material which reflects effective planning, development and evaluation and an ability to demonstrate practical skills and qualities.

They will be able to apply knowledge, understanding and skills to a range of social issues within sporting contexts. They will be able to select from, and use a range of, skills and abilities commonly used in the workplace and in higher education.

They will be able to produce work that is complete and coherent, demonstrating independence and understanding.

They will be able to:

- recall information regarding contemporary issues in sport
- demonstrate knowledge and understanding of social factors that affect performance and participation in sporting activities
- identify, plan and carry out a range of activities and exercises that demonstrate personal ability in sporting activities
- demonstrate a clear understanding of methods and practices to improve their own, and others' performance in sporting activities

- demonstrate awareness of how to meet specific needs when developing and delivering different physical activity programmes
- demonstrate clear knowledge of current issues within sport
- demonstrate evaluative skills.

### Performance descriptor – Pass at Level 1

Learners will be able to show some evidence of independent work to create material which has been planned, developed and evaluated.

They will be able to apply knowledge, understanding and skills to social issues within a sporting context. They will be able to use a limited range of skills and abilities used in the workplace and in higher education.

They will be able to produce work which demonstrates some evidence of independence and understanding.

They will be able to:

- recall some information regarding contemporary issues in sport
- demonstrate basic knowledge of social factors that affect performance and participation in sporting activities
- identify and carry out some activities and exercises that demonstrate personal ability
- demonstrate a basic understanding of methods and practices to improve their own, and others' performance in sporting activities
- demonstrate limited awareness of how to meet specific needs when developing and delivering different physical activity programmes
- demonstrate basic knowledge of current issues within sport
- demonstrate some evaluative skills.

### 3.6 Quality of written communication

*Quality of written communication* is assessed in externally assessed units (R041 and R051).

Learners are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing
- use specialist terminology where applicable.

## The centre assessed units (R042–R046 and R052–R056)

This section provides guidance on the completion of the centre assessed units.

**Please note:** For health and safety reasons, teacher assistance is permitted in units that require learners to apply practical skills. Where intervention by the teacher is required to ensure that safe practice is adopted in the performance or delivery of elements which are being assessed, this should be reflected in internal assessment records kept by the centre, including feedback provided to the learner, witness statements related to the assessment and the assessment decision for that aspect of the unit.

### 4.1 The centre assessed units

Each of the centre assessed units (R042–R046 and R052–R056) are designed to provide learners with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit.

We recommend that teaching and development of subject content and associated skills be placed in the context of real vocational situations, through the use of appropriate sector contacts, vocationally experienced delivery personnel, and real-life case studies.

Units R042–R046 and R052–R056 are centre assessed and externally moderated by OCR. Centres can choose whether they would like moderation via the OCR Repository, postal or visiting moderation.

Appendix C and Appendix D of this specification contain assessment guidance for the centre assessed units which should be referred to in conjunction with the unit content and marking criteria grids to inform delivery of the units. The assessment guidance aims to provide clarification regarding the scope of the learning required in specific areas of the units where this is felt to be beneficial.

### 4.2 Tasks for the centre assessed units

#### 4.2.1 Units R042–R046 and R052–R056

A bank of model assignments is provided by OCR for units R042–R046 and R052–R056. Centres must select from the model assignments provided to use when assessing their learners. The assignments will be available free of charge from the OCR website. Learners are able to work on the tasks anytime until the date the centre collects the work for internal assessment. OCR will review the model assignments annually which may result in an assignment being withdrawn and replaced. It is up to the centre to check the OCR website to see which model assignments are available to be used. We will give approximately 12 month's notice if a model assignment is to be withdrawn and replaced so that we do not disadvantage any learners who have already started working on an assignment that is to be replaced.

Centres can make modifications to the model assignments that OCR provides so that the assignment can be put within a local context that learners might relate to more easily, or to allow for differences in the materials, equipment and facilities at different centres. Guidance on what can be modified is given in each assignment in the section Information for Teachers under *Scope of permitted model assignment modification*. If modifications are made to the model assignment, whether to just the scenario or to both the scenario and tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

The duration of the assessment is included in the guided learning hours for the unit. Guidance will be given within the section Information for Teachers in each model assignment as to approximately how long learners should spend on each task.

The OCR model assignments are provided for summative assessment and not as practice materials.

Teachers must ensure learners are clear about the tasks they are to undertake and the criteria which they are expected to meet.

## 4.2.2 Methods of assessment

It is the assessor's responsibility to choose the best method of assessing a learner in relation to their individual circumstances. The methods chosen must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the learner.

### **Valid**

A valid assessment method is one which is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a learner's practical skills.

Validity can also be compromised if a learner does not understand what is required of them. For example, one valid method of assessing a learner's knowledge and understanding is to question them. If the questions posed are difficult for the learner to understand (not in terms of the content but the way they are phrased, for example) the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a learner's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the learner to incorporate the policy within a report describing different approaches to equal opportunities.

### **Reliable**

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal moderators must make sure that all assessors' decisions are consistent.

### **Safe and manageable**

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the learner.

### **Suitable to the needs of the learner**

OCR is committed to ensuring that achievement of these awards is free from unnecessary barriers. Centres must follow this commitment through when designing tasks and/or considering assessment.

### 4.3 Completing the tasks

Teachers/assessors are expected to supervise and guide learners when undertaking work that is centre assessed. It should be remembered, however, that the final pieces of work must be produced solely by the individual learner.

When supervising tasks, teachers/assessors are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Centre assessed work should be completed in the course of normal curriculum time, and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, for example, research work, testing etc. As with all centre assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own.

Learners are free to revise and redraft work without teacher involvement before submitting the work for assessment. The advice provided prior to final submission should only enable the learner to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers must not provide templates, model answers or detail specifically what amendments should be made.

Adding, amending or removing any work after it has been submitted for final assessment will constitute malpractice.

#### 4.3.1 Presentation of the final piece of work

Learners must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- work can be word processed or hand written
- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- a completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - assignment title.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix D at the end of this specification. Work submitted on paper must be secured by treasury tags or other suitable method.

#### 4.4 Marking and moderating centre assessment

All centre assessed units are internally marked by centre staff using OCR marking criteria and guidance and externally moderated by the OCR-appointed visiting Moderator.

The centre is responsible for appointing someone to act as the assessor. This could be the teacher who has delivered the programme or another person from the centre.

The marking criteria must be used to mark the learners' work. These specify the levels of skills, knowledge and understanding that the learner is required to demonstrate.

The following assessment methods are considered suitable for teachers/assessors to adopt for these qualifications alongside the assessment of the evidence submitted by the learner:

- **observation** of a learner doing something
- **questioning** of the learner or witness.

##### Observation

The teachers/assessors and learner should plan observations together but it is the teacher/assessor's responsibility to record the observation properly.

##### Questioning

Questioning the learner is normally an ongoing part of the assessment process, and may in some circumstances provide evidence to support achievement of learning outcomes.

Questioning is often used to:

- test a learner's understanding of work which has been completed outside of the classroom
- check if a learner understands the work they have undertaken
- collect information on the type and purpose of the processes a learner has gone through.

If questioning is to be used as evidence towards achievement of specific learning outcomes, it is important that teachers/assessors record enough information about what they asked and how the learner replied to allow the assessment decision to be moderated.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses can be used for other purposes. Teachers/assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of a verbal statement is a form of witness statement and could provide valuable evidence. Further guidance on the use of witness statements can be found in Appendix A.

#### 4.4.1 Use of a 'best fit' approach to marking criteria

The assessment tasks should be marked by teachers/assessors according to the OCR marking criteria using a 'best fit' approach. For each of the marking criteria, teachers/assessors select the band descriptor, provided in the marking grid, that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions.

The award of marks **must** be directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands
- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this scenario, the mark awarded for that band should indicate that a strand has not been addressed.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statements, the highest mark should be awarded
- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statements, the most appropriate mark in the middle range should be awarded
- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statements for the higher band, the lowest mark for that band should be awarded.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from learners working at that level'.

#### 4.4.2 Annotation of learners' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

#### 4.5 Authentication

Teachers/assessors must be confident that the work they mark is the learner's own. This does not mean that a learner must be supervised throughout the completion of all work, but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the learner's work.

Wherever possible, the teacher should discuss work-in-progress with learners. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work.

Learners must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the learner being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credibility they will gain from doing so, should be emphasised to learners as well as the potential risks of failing to acknowledge such material.

Both learners and teachers must declare that the work is the learner's own.

- **Each learner** must sign a declaration before submitting their work to their teacher. A learner authentication statement that can be used is available to download from the OCR website. These statements should be retained within the centre until all enquiries about results, malpractice and appeals issues have been resolved. **A mark of zero must be recorded if a learner cannot confirm the authenticity of their work.**
- Centres must confirm to OCR that the evidence produced by learners is authentic. **Teachers** are required to declare that the work submitted for centre assessment is the learner's own work by completing a Centre Authentication Form for each unit. If a centre fails to provide evidence of authentication, **we will set the mark for the learner(s) concerned to Pending (Q) for that unit until authentication can be provided.** The Centre Authentication Form is available to download from the OCR website and includes a declaration which teachers must sign.

### 4.5.1 Internal standardisation

It is important that all internal teachers/assessors work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

### 4.5.2 Submitting marks

All work for centre assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR: see Section 4.6 for submission dates.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a centre assessed unit, then the learner should be indicated as being absent from that unit. If a learner completes any work at all for a centre assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

## 4.6 Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and to ensure that internal standardisation has taken place.

Centres can select from:

- **Moderated via OCR Repository (see section 4.6.1)**
- **Moderated via postal moderation (see section 4.6.2)**
- **Moderated via visiting moderation (see section 4.6.3)**

The deadline dates for entries and submission of marks for each moderation method are detailed below. Centres must ensure when selecting a moderation method that the appropriate entry and marks submission deadlines can be adhered to.

Moderation method	January series		June series		November series (2013 onwards)	
	Entries	Marks	Entries	Marks	Entries	Marks
Moderated via OCR Repository	21st Oct	10th Jan	21st Feb	15th May	4th Oct	5th Nov
Moderated via postal moderation	21st Oct	10th Jan	21st Feb	15th May	4th Oct	5th Nov
Moderated via visiting moderation	21st Oct	10th Dec	21st Feb	31st Mar	Not available	

When making your entries, the entry option specifies how the work is going to be moderated.

For each unit, you must choose the same moderation method for **all** learners (i.e. all learners for that unit in that series must be entered using the same entry option). However, you can choose different moderation methods for different units and in different series.

### 4.6.1 Sample requests

Once you have submitted your marks, your exams officer will receive an email telling you which work will be sampled as part of the moderation. Samples will include work from across the range of attainment of the learners' work.

Each learner's work must have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted via OCR Repository, this cover sheet must also be submitted electronically within each learner's files.

OCR will require centres to release work for awarding and archive purposes and the co-operation of the centre is most appreciated in these instances, as it is imperative to have work available at awarding meetings. If this is required then centres will be notified as early as possible.

Centres will receive the final outcome of moderation when the provisional results are issued. The following reports will be issued via Interchange:

- Moderation adjustments report – This lists any scaling that has been applied to internally assessed units.
- Moderator report to centres – This is a brief report by the moderator on the internal assessment of learners' work.

### 4.6.2 Moderated via OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to produce evidence and files that would normally be difficult for postal submissions, for example multimedia and other interactive unit submissions.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

All moderated units can be submitted electronically to the OCR Repository via Interchange: please check section 7.2.2 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1. Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
2. Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
3. Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR [Interchange](#).

### 4.6.3 Moderated via postal moderation

Your sample of work must be posted to the moderator within three days of receiving the request. You should use one of the labels provided by OCR to send the learner's work.

We would advise you to keep evidence of work submitted to the moderator, e.g. copies of written work or photographs of practical work. You should also obtain a certificate of posting for all work that is posted to the moderator.

Work may be submitted in digital format (on CD) for moderation but must be in a suitable file structure as detailed in Appendix D at the end of this specification.

### 4.6.4 Moderated via visiting moderation

Your sample of work must be retained in the centre ready for the moderation visit.

The work that is presented to the visiting moderator as their initial sample must be available in rank order, by unit, to allow moderation to take place. All work not selected for initial sampling must be available to the visiting moderator during their visit should they need to extend their sample.

At the end of the visit, the moderator may need to take samples of work away or request for work to be posted to them for further consideration.

All learners' work must be retained securely within the centre until results are issued and it is certain that no Enquiries about Results or appeal procedure is required.

## 5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- specification
- specimen assessment materials for R041 and R051
- a bank of model assignments for centre assessed units R042–R046 and R052–R056.

## 5.2 Other resources

OCR has produced a range of resources, all available free of charge from the [OCR website](#).

These include:

- Lesson Elements

Task sheets with accompanying teacher instructions. Each offers the teacher a creative way of encouraging their learners to engage with the topic, with individual and group exercises, research activities and the opportunity to develop English and maths skills.

- Delivery Guide

Each guide contains a range of lesson ideas with associated activities that teachers can use with their learners. The guide is structured by learning outcome so the teacher can see how each activity helps them cover the specification.

- Qualification Calculator

An Excel based tool to help the teacher ensure that their learners achieve the required number of units for their chosen qualification and meet the mandatory requirements.

- Progress Tracker

An Excel-based tracking document to help the teacher monitor their learners' progress, both individually and as a cohort, throughout the qualification by tracking progress against each learning outcome.

- Unit Introductory Presentations

Short PowerPoint presentations introducing each unit. Each will look at the skills and knowledge that the learner will gain from the unit and give an overview as to how the skills are relevant to and can be used in study or work.

## 5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification. The launch of these qualifications will be supported by face to face training, with additional training to follow on the internally assessed units. Online training, consisting of interactive and non-interactive elements providing up to date feedback and guidance, will also be available.

Please see [Event Booker](#) for further information.

## 5.4 OCR support services

### 5.4.1 Active Results

Active Results is available to all centres offering Cambridge Nationals qualifications.

## activeresults

Active Results is a free results analysis service to help teachers review the performance of individual learners or whole schools.

Devised specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- Richer and more granular data will be made available to centres including question level data available from e-marking.
- You can identify the strengths and weaknesses of individual learners and your centre's cohort as a whole.
- Our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

### 5.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter learners online. In addition, you can gain immediate and free access to learner information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

## 6.1 Equality Act information relating to Cambridge Nationals in Sport

Cambridge Nationals in Sport often require assessment of a broad range of competences and, as such, prepare learners for a wide range of occupations and higher level courses.

The Cambridge Nationals in Sport qualifications were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled learners. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for disabled learners in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few learners will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* produced by the Joint Council for Qualifications [www.jcq.org.uk](http://www.jcq.org.uk).

The access arrangements permissible for use in this specification are as follows:

Access arrangement	Yes/No	Type of assessment
Readers	Yes	All assessments
Scribers	Yes	All assessments
Practical assistants	Yes	All assessments
Word processors	Yes	All assessments
Transcripts	Yes	All assessments
BSL interpreters	Yes	All assessments
Oral language modifiers	Yes	All assessments
Modified question papers	Yes	All assessments
Extra time	Yes	All assessments

## 6.2 Arrangements for learners with particular requirements

All learners with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. If a successful application for an access arrangement has been made for either GCSE or GCE, then there is no need to make an additional application for the same learner completing a Cambridge National qualification.

Learners who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. Centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

### 7.1 Availability of assessment

There are three assessment series each year in January, June and November. Assessment availability can be summarised as follows:

Sport Science						
	Unit R041	Unit R042	Unit R043	Unit R044	Unit R045	Unit R046
January 2013	✓	✓	✓	✓	–	–
June 2013	✓	✓	✓	✓	✓	✓
November 2013	–	✓*	✓*	✓*	✓*	✓*
January 2014	✓	✓	✓	✓	✓	✓
June 2014	✓	✓	✓	✓	✓	✓
November 2014	–	✓*	✓*	✓*	✓*	✓*

Sport Studies						
	Unit R051	Unit R052	Unit R053	Unit R054	Unit R055	Unit R056
January 2013	✓	✓	✓	✓	–	–
June 2013	✓	✓	✓	✓	✓	✓
November 2013	–	✓*	✓*	✓*	✓*	✓*
January 2014	✓	✓	✓	✓	✓	✓
June 2014	✓	✓	✓	✓	✓	✓
November 2014	–	✓*	✓*	✓*	✓*	✓*

Certification is available for the first time in January 2013 and each January, June and November thereafter.

\* Visiting moderation is not available in the November series. Please see section 4.6 for details on the moderation methods available in each series.

### 7.2 Making entries

Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Details on how to register with OCR can be found on the [OCR website](#).

Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and allocate a moderator for centre assessment.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

### 7.2.1 Making estimated unit entries

Estimated entries must be made prior to each assessment series. Estimated entries are used by OCR to allocate examiners and moderators to centres.

### 7.2.2 Making final unit entries

When making an entry, centres must quote the unit entry code and component codes. For the centre assessed units, centres must decide whether they want to submit learners' work for moderation via the OCR Repository or for postal or visiting. Learners submitting work must be entered for the appropriate unit entry code from the table below.

<b>Sport Science</b>			
Unit entry code	Component code	Assessment method	Unit title
R041	01	Written paper	<i>Reducing the risk of sports injuries</i>
R042 A	01	Moderated via OCR Repository	<i>Applying principles of training</i>
R042 B	02	Moderated via postal moderation	
R042 C	03	Moderated via visiting moderation	
R043 A	01	Moderated via OCR Repository	<i>The body's response to physical activity</i>
R043 B	02	Moderated via postal moderation	
R043 C	03	Moderated via visiting moderation	
R044 A	01	Moderated via OCR Repository	<i>Sport psychology</i>
R044 B	02	Moderated via postal moderation	
R044 C	03	Moderated via visiting moderation	
R045 A	01	Moderated via OCR Repository	<i>Sports nutrition</i>
R045 B	02	Moderated via postal moderation	
R045 C	03	Moderated via visiting moderation	
R046 A	01	Moderated via OCR Repository	<i>Technology in sport</i>
R046 B	02	Moderated via postal moderation	
R046 C	03	Moderated via visiting moderation	

Sport Studies			
Unit entry code	Component code	Assessment method	Unit title
R051	01	Written paper	<i>Contemporary issues in sport</i>
R052 A	01	Moderated via OCR Repository	<i>Developing sports skills</i>
R052 B	02	Moderated via postal moderation	
R052 C	03	Moderated via visiting moderation	
R053 A	01	Moderated via OCR Repository	<i>Sports leadership</i>
R053 B	02	Moderated via postal moderation	
R053 C	03	Moderated via visiting moderation	
R054 A	01	Moderated via OCR Repository	<i>Sport and the media</i>
R054 B	02	Moderated via postal moderation	
R054 C	03	Moderated via visiting moderation	
R055 A	01	Moderated via OCR Repository	<i>Working in the sports industry</i>
R055 B	02	Moderated via postal moderation	
R055 C	03	Moderated via visiting moderation	
R056 A	01	Moderated via OCR Repository	<i>Developing knowledge and skills in outdoor activities</i>
R056 B	02	Moderated via postal moderation	
R056 C	03	Moderated via visiting moderation	

The short title for these Cambridge National qualifications is CAMNAT and will display as such on Interchange and some administrative documents provided by OCR.

### 7.3 Certification rules

Learners must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Learners may be entered for:

- OCR Level 1/2 Cambridge National Award in Sport Science – certification code J802
- OCR Level 1/2 Cambridge National Certificate in Sport Science – certification code J812
- OCR Level 1/2 Cambridge National Award in Sport Studies – certification code J803
- OCR Level 1/2 Cambridge National Certificate in Sport Studies – certification code J813

Learners may be entered for certification of any combinations of the Award and Certificate qualifications concurrently.

Unit results used to calculate the result for one qualification can be re-used toward certification of other qualifications of a different size. This means that, as learners progress through the course, they may certificate for a qualification of one size and then later certificate for a qualification of a different size, re-using the units used towards the first certification.

There are no terminal requirements for these qualifications therefore learners can complete units in any order.

#### **7.4 Unit and qualification re-sits**

Learners may re-sit each unit an unlimited number of times. The best unit result will be used to calculate the certification result.

Learners may enter for the qualification an unlimited number of times. Learners must retake at least one unit, or take a different optional unit, for a new result to be issued.

#### **7.5 Enquiries about Results**

Under certain circumstances, a centre may wish to query the result issued to one or more learners. Enquiries about Results for all units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the JCQ Post-Results Services booklet and the OCR Admin Guide for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

For internally assessed units the enquiries about the results process cannot be carried out for one individual learner; the outcome of a review of moderation must apply to a centre's entire cohort.

#### **7.6 Shelf-life of units**

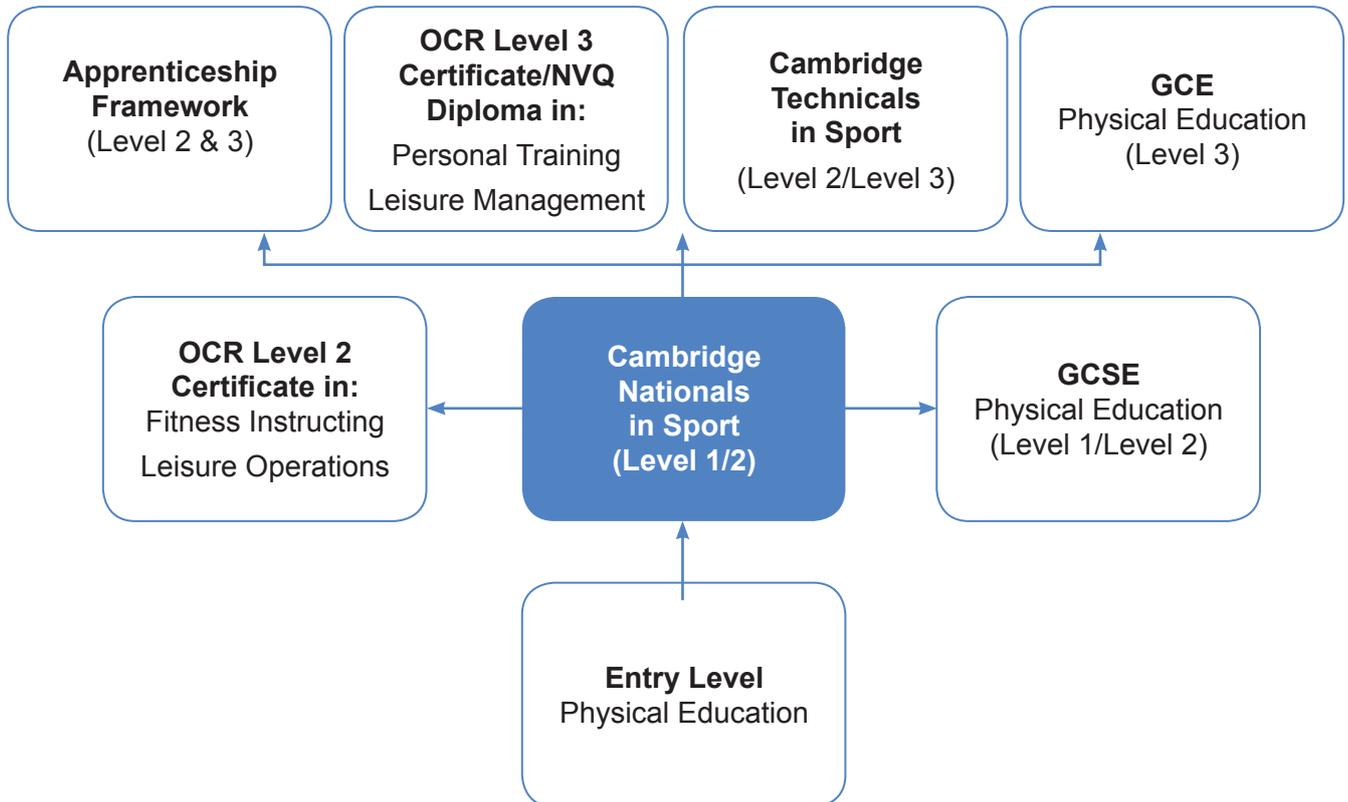
Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## Other information about Cambridge Nationals in Sport

### 8.1 Overlap with other qualifications

There is some overlap between the content of these qualifications and that of GCSE in Physical Education.

### 8.2 Progression from/to these qualifications



OCR offers a flexible and responsive range of general and vocational Physical Education, Sport and Leisure qualifications that allow suitable progression routes for all types of learners.

Centres are able to use these qualifications to create pathways that provide learners with the underpinning skills and knowledge that will enable them to choose the most appropriate progression routes for their particular needs (further study, further education (FE) or employment).

Progression from OCR Level 1/2 Cambridge National Award/Certificate in Sport Science and/or Sport Studies to **GCSE qualifications**:

- Applied Science
- Biology
- Media Studies
- Physical Education
- Psychology
- Science.

For learners who want to progress to level 3 qualifications they have the choice of various **GCE qualifications** which will further develop areas of their learning from level 1/2:

- Applied Science
- Human Biology
- Media Studies
- Physical Education
- Psychology
- Science.

Learners can progress from OCR Level 1/2 Cambridge National Award/Certificate in Sport Science and/or Sport Studies to other **vocational qualifications**:

- OCR Level 3 Certificate/NVQ Diploma in Personal Training
- OCR Level 3 Certificate/NVQ Diploma in Leisure Management.

### 8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 8.4 Criteria requirements

This specification complies in all respects with the Ofqual General Conditions of Recognition.

### 8.5 Language

This specification and associated assessment materials are in English only.

## 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

These qualifications provide potential for centres to develop learners' understanding of spiritual, moral, ethical, social, legislative, economic, and cultural issues. This specification offers opportunities which can contribute to an understanding of these issues in the following topics.

Issue	Opportunities for developing an understanding of the issue during the course
Spiritual issues	<ul style="list-style-type: none"> <li>the value of sport to individuals and communities in terms of being a unifying force, source of pride and common endeavour</li> </ul>
Moral issues	<ul style="list-style-type: none"> <li>values promoted through sport</li> <li>the Olympic and Paralympic movement</li> </ul>
Ethical issues	<ul style="list-style-type: none"> <li>the use of performance-enhancing drugs</li> <li>behaviour of performers and spectators</li> <li>sports initiatives to promote values</li> </ul>
Social issues	<ul style="list-style-type: none"> <li>access, provision, participation</li> <li>sport as a reflection of society</li> <li>social legacy of major sporting events</li> <li>relationship between sport and the media</li> <li>roles and role models in sport</li> </ul>
Legislative issues	<ul style="list-style-type: none"> <li>aspects of legislation relating to the use of performance-enhancing drugs</li> <li>health and safety/safe practice in delivering sports sessions</li> <li>equal opportunities in relation to barriers to participation in sport</li> <li>training and fitness test protocols</li> </ul>
Economic issues	<ul style="list-style-type: none"> <li>economic legacy of major sporting events</li> <li>sport as a commodity</li> <li>increased prominence of sport science due to commercial value of professional sport</li> </ul>
Cultural issues	<ul style="list-style-type: none"> <li>sporting legacy of sporting events</li> <li>barriers to participation</li> <li>representation in the media</li> <li>links between personality and sport</li> <li>popularity of certain sports in the UK</li> </ul>

## 8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

These qualifications provide potential to heighten learners' awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

The specification incorporates learning about relevant Health and Safety, European and international sports organisations, initiatives and legislation, and could include learning about how each of these factors has affected sport in a variety of ways.

### 8.7.1 Environmental issues

Learners could have the opportunity to learn about environmental issues connected with sport, for example the increasingly global nature of sport events and the carbon footprint caused by related transport.

Learners could also explore the positive and negative environmental aspects of hosting major sporting events, such as previously undeveloped or green belt land being built upon and urban regeneration projects.

The understanding of environmental issues will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified within the taught content. Learners may choose to produce work that has an environmental dimension to enhance their learning by carrying out further personal study.

## 8.8 Key Skills

These qualifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit. The following tables indicate where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IOLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
Unit R041									✓	✓		
Unit R042	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit R043	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit R044	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Unit R045	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit R046	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓

Sport Studies												
Unit	C		AoN		IT		WwO		IOLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
Unit R051									✓	✓		
Unit R052	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Unit R053	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Unit R054	✓	✓	✓	✓	✓	✓			✓	✓		
Unit R055									✓	✓		
Unit R056	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

## 8.9 Functional Skills

This specification provides opportunities for the development of the Functional Skills at Levels 1 and 2 of:

- *English: Speaking and Listening, Reading and Writing*
- *Mathematics: Representing, Analysing and Interpreting*
- *ICT: Use ICT systems, Find and select information and Develop, present and communicate information*

However, the extent to which this evidence fulfils the criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit. The following tables indicate where opportunities may exist for at least some coverage of the criteria at Levels 1 and/or 2 for each unit.

### Sport Science

Unit	English						Maths						ICT					
	S&L		R		W		R		A		I		U		F&SI		D,P&C	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Unit R041	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓
Unit R042	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit R043	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit R044	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓
Unit R045	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit R046	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓

### Sport Studies

Unit	English						Maths						ICT					
	S&L		R		W		R		A		I		U		F&SI		D,P&C	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Unit R051	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓
Unit R052	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓
Unit R053	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓
Unit R054	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓
Unit R055	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓
Unit R056	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓

It is anticipated that the majority of evidence will be produced directly by the learner. Indirect evidence, such as witness statements, should only be used where it would be impractical for the learner to produce the evidence themselves.

Witness statements will, ideally, support the direct evidence produced by the learner.

- *Care should be taken that a witness statement is impartial and free from bias. The use of relatives and close friends as witnesses should be avoided, if possible.*
- *In all cases the witness will be required to declare their relationship to the learner.*
- *A witness statement should record what the learner has done and in doing so should not seek to repeat or paraphrase the marking criteria.*
- *The evidence presented by the witness should record the learner's individual contribution and should focus on the contribution made by the individual learner, as distinct from that of the group or team as a whole.*
- *Witnesses should describe what the learner did and not assess the learner. It is the responsibility of the teacher/assessor to judge the learner's skill, knowledge and understanding against the marking criteria. In doing so the teacher/assessor will use the witness statement to determine the value of the evidence against the marking criteria and award marks accordingly.*
- *The teacher/assessor is responsible for briefing anyone who is to provide a witness statement. It is expected that the teacher/assessor will ensure that the witness is appropriately prepared and that any issues related to child protection have been fully considered.*
- *The role of the witness should be that of impartial observer and they should not become involved in carrying out the activity on behalf of the learner.*
- *In circumstances where a witness does assist the learner in accomplishing a task or activity, their input must be recorded within the statement so that the teacher/assessor can reflect this appropriately in the award of marks.*

Where the above guidance has not been followed, the reliability of the witness statement may be called into question. In circumstances where doubt exists about the validity of a witness statement, it cannot be used as assessment evidence and no marks may be awarded on the basis of it. If the unreliability of a witness statement becomes apparent during the visiting moderation process, moderators will be instructed to adjust centre marks in accordance with this directive.

An exemplar template for recording a witness statement is available from the OCR website and centres are encouraged to use this to assist in recording witness evidence. However, witness evidence may take different forms including digitally recorded spoken commentary or video. In these cases additional accompanying documentation may be required to corroborate that the guidelines on witness statements detailed above have been followed.

Units R041 in the Sport Science qualification and R051 in the Sport Studies qualifications are externally examined. Sample assessment material (SAM) is provided which gives an indication of the types of questions that may be used. However, a range of different question styles and types, which might not be evident in the SAM, will be used in the question papers which could include:

- multiple choice questions
- short answer questions
- extended questions, which may use scenarios or stimulus materials within the question paper (i.e. not a pre-issued case study or pre-released material).

Where the unit content contains i.e. and e.g. under specific topics/areas of content, the following rules will be adhered to when setting questions:

- a direct question may be asked where the unit content is shown with an i.e.
- where unit content is shown as an e.g. a direct question will not be asked about that e.g. Any questions relating to the topic should offer learners the opportunity to provide their own examples as the unit has not specified which examples they should be familiar with.

During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

### **Sport Science Unit R041: *Reducing the risk of sports injuries***

#### **Assessment guidance**

For LO1, learners must consider extrinsic and intrinsic factors which may cause injury and how they could be prevented. Being able to identify and follow a range of preventative measures will improve learners' understanding of the implications for the prevention of injury for all those involved in sport. Learners must be taught a range of different types of examples within each factor listed in the content and to apply these to sporting activities. In 'equipment', learners must be able to give examples from a minimum of three different sports and the more diverse these can be the better.

For LO2, learners must be able to discuss the physical and psychological aspects of a warm up and cool down. For the physical aspect of warm ups and cool downs, learners will need to know a range of warm up and cool down techniques and activities and the areas of the body that these target. They will also need to understand the effects of a poor warm up or cool down or of not warming up or cooling down at all. For the psychological aspect, learners will need to understand the effects that a warm up can have on a performance.

For LO3, learners must be able to define acute and chronic injuries and must be able to identify a range of types of common sports injuries and be able to give examples on how they might be caused and how to prevent them. Learners must know how these common injuries can be treated. They must also understand the purpose of the different treatments and which treatment is most suitable in different circumstances.

For LO4, learners must be able to recognise symptoms of common illnesses and understand the effects that these can have on a performer. They must be able to know when and how these can be treated by someone with limited training and when to refer the performer on to a professional and how to do so.

## Sport Studies Unit R051: Contemporary issues in sport

### Assessment guidance

For LO1, learners will need to know about different user groups within the UK population and all of the possible barriers and solutions in the content should be related to all of the user groups where applicable. Learners must be able to suggest suitable activities that each user group could most readily be involved in to increase overall levels of participation in physical activity.

Learners must know and understand the factors which may affect the popularity of sport in a broad sense but must also look at a specific sport in their study of this LO and consider the factors in the case of that specific sport. Learners must consider both the positive and negative effects of factors. Exam questions may require learners to address aspects of this LO in relation to a specific sport of their choice. The current trends may vary depending upon sources used and timing of delivery, however the importance is in learners having an appreciation of some of the trends and the reasons why some activities which they may not immediately think of are among the most popular in the UK.

For LO2, teachers need to keep up to date with current policies and initiatives in relation to the use of performance-enhancing drugs in sport and also regarding etiquette and sporting behaviour to ensure that learners' knowledge and understanding reflect current practice. Learners need to understand the importance of appropriate etiquette and sporting behaviour and relate it to a variety of sports, sporting venues and sporting occasions. Learners must have an awareness of the values which can be promoted through sport. Teachers should focus on the ethos of the Olympics and Paralympics, in particular Baron de Coubertin's Olympic creed which is: *"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."* Examples of the promotion of values by other sports which go beyond the prism of the Olympics must be included to provide breadth and reflect the efforts of sport in general to contribute positively to society.

For LO3, learners must know the features of major sporting events and be familiar with relevant case studies. Although direct questions will not be asked about specific major sporting events, it may benefit learners to reference actual events in answers to more general questions to exemplify their answers. The number of case studies used is up to the teacher but learners must have knowledge of examples of the benefits, drawbacks and legacy issues which they can apply. Learners need to reflect upon the benefits and drawbacks in terms of the potential legacy which events can have and the extent to which hosting an event and its medium- to long-term 'success' is unpredictable.

For LO4, areas of national governing body involvement studied by learners must include all the key areas of involvement listed in the content. Sources of funding which learners must consider include government, membership, lottery funding, media, sponsorship/advertising, merchandising, admission charges and fundraising. National governing bodies play a prominent role in trying to tackle many of the issues discussed in the other parts of the unit and learners need to be encouraged to make this connection.

## Appendix C: Marking criteria for centre assessment

These qualifications are combined Level 1/Level 2, therefore, the marking criteria for the centre assessed units span both levels.

### Sport Science Unit R042: *Applying principles of training*

#### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the learning outcomes.
- The descriptors should be read and applied as a whole.
- Make a best fit match between the answer and the band descriptors.
- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory unit R041.

For a description of the key words in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

### LO1: Know the principles of training in a sporting context

MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Outlines <b>most</b> of the principles of training with a <b>few</b> examples.	Describes <b>most</b> of the principles of training with a <b>range</b> of <b>relevant</b> examples.	Describes <b>all</b> of the principles of training with a <b>range</b> of <b>developed</b> examples which are applied to <b>specific</b> sporting contexts.

### LO2: Know how training methods target different fitness components

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p><b>Outlines</b> aerobic and anaerobic exercise supported with a <b>few</b> examples of training methods.</p> <p>Identifies <b>some</b> of the components of fitness and a <b>limited range</b> of specific training methods which target them.</p>	<p><b>Describes</b> aerobic and anaerobic exercise supported with <b>some relevant</b> examples of training methods.</p> <p>Identifies <b>some</b> of the components of fitness and describes a <b>range</b> of specific training methods and how they can target fitness components both individually and in combination.</p>	<p><b>Comprehensively describes</b> aerobic and anaerobic exercise supported with a <b>wide range</b> of <b>relevant</b> examples of training methods.</p> <p>Identifies <b>most</b> of the components of fitness and describes a <b>wide range</b> of specific training methods and how they can target fitness components both individually and in combination.</p>

### LO3: Be able to conduct fitness tests

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>Carries out fitness tests which produce <b>basic</b> results, which are recorded with <b>limited</b> accuracy. Consideration of protocols and guidelines is <b>superficial</b>.</p> <p>Interpretation of the results is <b>limited</b>.</p>	<p>Carries out fitness tests which produce a <b>range</b> of results, which are recorded with <b>some</b> accuracy. <b>Some</b> consideration of protocols and guidelines is evident.</p> <p>Interpretation of the results is <b>clear</b> with <b>some</b> reference to normative data, reliability and validity.</p>	<p>Carries out fitness tests to produce an <b>extensive range</b> of results, which are recorded with <b>precision</b>. Consideration of protocols and guidelines is <b>clearly</b> evident.</p> <p>Interpretation of the results is <b>clear</b> and <b>detailed</b> reference to normative data, reliability and validity is made.</p>

## LO4: Be able to develop fitness training programmes

MB1: 1 – 5 marks	MB2: 6 – 9 marks	MB3: 10 – 12 marks
<p>The programme aims show <b>some relevance</b> to <b>some</b> of the initial data gathered. There has been <b>limited</b> application of principles of training in its design. The programme meets <b>few</b> of the specific needs and requirements identified in the aims.</p> <p>Needs <b>some</b> individual support to design the fitness training programme.</p>	<p>The programme aims show <b>relevance</b> to <b>most</b> of the initial data gathered. <b>Most</b> of the principles of training have been applied with <b>some effectiveness</b> in its design. The programme meets <b>most</b> of the specific needs and requirements identified in the aims.</p> <p>May need <b>minimal</b> individual support to design the fitness training programme.</p>	<p>The programme aims show <b>relevance</b> to <b>all</b> of the initial data gathered. <b>All</b> of the principles of training have been applied <b>effectively</b> in its design. The programme meets all of the specific needs and requirements identified in the aims.</p> <p>Fitness training programme is designed <b>independently</b>.</p>
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
<p>Evaluation is <b>brief</b> with <b>limited</b> reflection on the design and delivery of the programme; suggestions for improvement are general rather than specific.</p>	<p>Evaluation is <b>detailed</b> and reflects upon <b>many</b> aspects of the design and delivery of the programme.</p> <p>Ideas for improvement are <b>mostly relevant</b> and <b>considered</b>.</p>	<p>Evaluation is <b>comprehensive</b> and reflects upon <b>most</b> aspects of the design and delivery of the programme.</p> <p>Ideas for improvement are <b>specific</b> and <b>justified</b>.</p>

## Assessment guidance

For LO3, learners must be able to carry out fitness tests safely. Consideration of protocols, guidelines and safe practice for the fitness tests must be demonstrated by the learner. However where teacher prompting or intervention is necessary to ensure safety this should be provided but also reflected in the assessment. Learners must consider a number of fitness tests for different components but also be taught a number of tests that measure the same area of fitness so that when producing evidence, they can choose a test or tests that they feel are the most appropriate for the results they wish to obtain. Interpretations of the results must take into consideration the suitability of the test to the subject, comparison of results across a number of tests and whether the tests were carried out in the ideal way.

For LO4, learners will determine the duration of the training programme and it is up to the teacher to assess whether they feel that it is appropriate to deliver the goals set out by the learner. Appropriate application of the principles of training should be considered when designing the training programme. The training programme can either be carried out by the learner or by somebody they can observe and have access to at the end of the programme so that they can inform the evaluation.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO3 – Results from conducting fitness tests</i>	<ul style="list-style-type: none"> <li>• Spreadsheets/graphs/tables/charts</li> <li>• Comparison with normative data obtained from the fitness industry</li> <li>• Record (e.g. checklist, witness statement) that protocols and guidelines have been followed</li> </ul>
<i>LO4 – Training programme</i>	<ul style="list-style-type: none"> <li>• Training diary or log, written report, filmed evidence, report, PowerPoint presentation, circuit cards, witness statements</li> </ul>

## Sport Science Unit R043: *The body's response to physical activity*

### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks are allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R041 and R042.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

LO1: Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles		
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
Locates and identifies <b>some</b> key components of the musculo-skeletal system and its functions.	Locates and identifies <b>many</b> key components of the musculo-skeletal system and its functions.	Locates and identifies <b>most</b> key components of the musculo-skeletal system and its functions.
Description of the key components and functions of the cardio-respiratory system is <b>basic</b> .	Description of the key components and functions of the cardio-respiratory system is <b>detailed</b> .	Description of the key components and functions of the cardio-respiratory system is <b>comprehensive</b> .
MB1: 1 – 5 marks	MB2: 6 – 9 marks	MB3: 10 – 12 marks
<b>Outlines</b> the role of the musculo-skeletal system in producing movement.	<b>Describes</b> the role of the musculo-skeletal system in producing movement supported with a <b>range</b> of examples.	<b>Comprehensively describes</b> the role of the musculo-skeletal system in producing movement supported with a <b>wide range</b> of examples.
<b>Outlines</b> the role of the cardio-respiratory system in physical activity.	<b>Describes</b> the role of the cardio-respiratory system in physical activity supported with a <b>range</b> of examples.	<b>Comprehensively describes</b> the role of the cardio-respiratory system in physical activity supported with a <b>wide range</b> of examples.
LO2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<b>Identifies some</b> benefits of cardio-respiratory fitness, muscular strength and endurance and muscular flexibility supported with a <b>few</b> examples.	<b>Describes a range</b> of benefits of cardio-respiratory fitness, muscular strength and endurance and muscular flexibility supported with <b>mostly relevant</b> examples.	<b>Explains accurately</b> and in <b>detail a wide range</b> of benefits of cardio-respiratory fitness, muscular strength and endurance and muscular flexibility supported with <b>clear and relevant</b> examples.

**LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems**

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>The short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded with <b>limited</b> accuracy. <b>Some</b> teacher support may be required in planning and setting up suitable activities.</p> <p><b>Describes</b> the adaptations recorded and makes <b>basic suggestions</b> as to why they have occurred.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>The short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>accurately</b>. <b>Little</b> teacher support is required in planning and setting up suitable activities.</p> <p><b>Describes</b> the adaptations recorded and provides <b>some explanation</b> as to why they have occurred.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p>The short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>precisely</b>. Planning and setting up of suitable activities is carried out <b>independently</b>.</p> <p><b>Fully explains</b> the adaptations recorded and why they have occurred.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>

**LO4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems**

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>The long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>occasionally</b> with <b>limited</b> accuracy. <b>Some</b> teacher support may be required in planning and setting up suitable activities.</p> <p><b>Describes</b> the adaptations recorded and makes <b>basic suggestions</b> as to why they have occurred.</p>	<p>The long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>accurately</b> and with <b>some regularity</b>. <b>Little</b> teacher support is required in planning and setting up suitable activities.</p> <p><b>Describes</b> the adaptations recorded and provides <b>some explanation</b> as to why they have occurred.</p>	<p>The long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>precisely</b> and at <b>regular, set intervals</b>. Planning and setting up of suitable activities is carried out <b>independently</b>.</p> <p><b>Fully explains</b> the adaptations recorded and why they have occurred.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

LO1:

Know the key components of the musculo-skeletal and cardio-respiratory systems and their functions and roles

Unit R041: *Reducing the risk of sports injuries* – LO1, LO2, LO3, LO4

Consideration of factors which can influence the risk of injury, appropriate warm ups and cool downs and different types of injuries and medical conditions will provide useful knowledge and context for studying body systems in more detail.

Unit R042: *Applying principles of training* – LO2, LO3

The structure and function of body systems are intrinsically linked to fitness components and so understanding the targeted use of different training methods to improve different fitness components can be applied to this LO.

Unit R045: *Sports nutrition* – LO3, LO4

The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.

A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.

Unit R046: *Technology in sport* – LO2, LO3

Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.

In some ways technology can be seen to 'level the playing field' between athletes of differing physical ability, to the detriment of sport as a measure of skill and/or physical endurance. This could be linked to understanding of how the body responds to physical activity.

<p>LO2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness</p>	<p><u>Unit R041: <i>Reducing the risk of sports injuries</i> – LO1, LO2, LO3</u></p> <p>The health of the musculo-skeletal and cardio-respiratory systems are closely related to intrinsic factors which can influence the risk of injury.</p> <p><u>Unit R042: <i>Applying principles of training</i> – LO2, LO3</u></p> <p>The different components of fitness have strong links with the health of musculo-skeletal and cardio-respiratory systems, so knowledge of them begins to indicate why the health of these body systems is fundamentally important.</p> <p>Understanding the use of different training and testing methods relating to components of fitness can be applied to many of the benefits of healthy body systems, for example linking muscular strength with particular types of everyday task or occupation.</p> <p><u>Unit R045: <i>Sports nutrition</i> – LO3, LO4</u></p> <p>The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.</p> <p>A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.</p> <p><u>Unit R046: <i>Technology in sport</i> – LO2, LO3</u></p> <p>Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.</p> <p>In some ways technology can be seen to 'level the playing field' between athletes of differing physical ability, to the detriment of sport as a measure of skill and/or physical endurance. This could be linked to understanding of how the body responds to physical activity.</p>
<p>LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p>	<p><u>Unit R041: <i>Reducing the risk of sports injuries</i> – LO1, LO2, LO3</u></p> <p>Links to factors which influence injury, warm ups and cool downs (which produce examples of some of the short-term effects). Understanding could aid some aspects of identification and treatment of injuries and medical conditions (e.g. cramp or asthma).</p> <p><u>Unit R042: <i>Applying principles of training</i> – LO2, LO3, LO4</u></p> <p>Understanding of the short-term effects of physical activity would be applied in selecting relevant training methods and conducting and interpreting fitness tests.</p>

	<p><u>Unit R045: Sports nutrition – LO2, LO3, LO4</u></p> <p>Nutrition before, during and after exercise, different nutritional requirements for varying physical activities and the use of supplements could be linked to short-term and long-term effects of exercise.</p> <p>The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.</p> <p>A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.</p> <p><u>Unit R046: Technology in sport – LO2, LO3</u></p> <p>Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.</p>
<p>LO4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p>	<p><u>Unit R042: Applying principles of training – LO3, LO4</u></p> <p>Knowledge and understanding gained about fitness testing and developing fitness programmes can be used here and while in this unit and LO the focus is purely upon the assessment of physiological adaptations, there is no reason why one programme could not be undertaken by a learner which achieved both this LO and LO4 of unit R042 and was based on the outcomes of fitness tests done in LO3 of unit R042.</p> <p><u>Unit R045: Sports nutrition – LO3, LO4</u></p> <p>The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.</p> <p>A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.</p> <p><u>Unit R046: Technology in sport – LO2, LO3</u></p> <p>Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.</p>

### Assessment guidance

For LO1, note the need to **locate** and **identify** key components of the musculo-skeletal system and its functions, as opposed to **describing** the key components and functions of the cardio-respiratory system. Learners need to show that they understand the roles of the systems and components of the systems in practical situations and can apply these to sporting examples.

For LO2, learners must demonstrate knowledge of the wider everyday benefits of healthy musculo-skeletal and cardio-respiratory systems as well as in the sporting environment. They must consider benefits over time as well as immediate impacts on health and fitness.

For LO3 and LO4, learners will need to take part in and/or observe someone else's participation in both short-term physical activity and the undertaking of an appropriate long-term planned programme of physical activity. The focus of the assessment is **not** on their performance in short or long-term physical activity or their ability to judge someone else's performance. The assessment is of the learners' ability to identify, measure, record and review data relating to adaptations resulting from physical activity and to provide explanations for any changes identified.

For LO4, learners must be sure to plan a programme of activities of suitable duration to be able to realistically observe and record physiological adaptations.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO1– Location and identification of key components of the musculo-skeletal system</i>	<ul style="list-style-type: none"> <li>• Poster, Diagrams, PowerPoint presentation</li> </ul>
<i>LO1 – Role of musculo-skeletal system in producing movement</i>	<ul style="list-style-type: none"> <li>• Movement analysis diagram(s)</li> </ul>
<i>LO3 and LO4 – Assessing short- and long-term effects of physical activity</i>	<ul style="list-style-type: none"> <li>• Measurement and recording of effects using tables/charts/graphs/ observation</li> <li>• Witness statements and/or filmed/documentary evidence of the physical activities undertaken and methods for measuring and recording data</li> <li>• Report or presentation of the effects and reasons for them</li> <li>• Training programme or log of participation</li> </ul>

## Sport Science Unit R044: Sport psychology

### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks are allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work adequately meets the statement, the most *appropriate* mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R041 and R042.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

### LO1: Understand the relationship between personality and sports performance

MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
<p>Attempts to define personality are <b>limited</b>. <b>Some</b> different personality types and approaches are <b>briefly</b> described.</p> <p>Some <b>simple</b> examples of the links between personality and involvement and performance in sport are provided.</p>	<p>A <b>range</b> of definitions of personality are provided and there is <b>detailed</b> information on different personality types and approaches.</p> <p>Attempts <b>some explanation</b> of the links between personality and involvement and performance in sport, supported with <b>mostly relevant</b> examples.</p>	<p>A <b>wide range</b> of definitions of personality are provided and there is <b>comprehensive</b> information on different personality types and approaches.</p> <p><b>Explains accurately</b> and in <b>detail</b> the links between personality and involvement and performance in sport, supported with <b>clear</b> and <b>relevant</b> examples.</p>

### LO2: Know how motivation can affect sports performance

MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 9 marks
<p>Attempts to define motivation are <b>limited</b>.</p> <p><b>Outlines</b> the main theories of motivation, supported with <b>some simple</b> examples of the implications for sport and exercise involvement.</p>	<p>A <b>range</b> of definitions of motivation are provided.</p> <p><b>Describes</b> the main theories of motivation in <b>some detail</b>, supported with <b>mostly relevant</b> examples of the implications for sport and exercise involvement.</p>	<p>A <b>wide range</b> of definitions of motivation are provided.</p> <p><b>Comprehensively describes</b> the main theories of motivation, supported with <b>clear</b> and <b>relevant</b> examples of the implications for sport and exercise involvement.</p>

### LO3: Know how aggression can affect sports performance

MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 9 marks
<p>Identifies <b>some basic</b> types of and reasons for aggression.</p> <p><b>Outlines</b> the main theories of aggression, supported with <b>some simple</b> examples.</p>	<p>Identifies a <b>range</b> of types of and reasons for aggression.</p> <p><b>Describes</b> the main theories of aggression in <b>some detail</b>, supported with <b>mostly relevant</b> examples.</p>	<p>Identifies a <b>wide range</b> of types of and reasons for aggression.</p> <p><b>Comprehensively describes</b> the main theories of aggression supported with <b>clear</b> and <b>relevant</b> examples.</p>

## LO4: Understand the impact of arousal and anxiety on sports performance

MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 9 marks
<p><b>Describes</b> the relationship between arousal and sport performance in <b>basic</b> terms.</p> <p>Makes <b>limited</b> reference to <b>some</b> theories of arousal/anxiety in relation to performance, supported with <b>few</b> examples.</p>	<p><b>Explains</b> the relationship between arousal and sport performance in <b>detail</b>.</p> <p>Makes reference to <b>many</b> of the theories of arousal/anxiety in relation to performance with <b>some accuracy</b>, supported with a <b>range</b> of examples.</p>	<p><b>Explains</b> the relationship between arousal and sport performance <b>comprehensively</b>.</p> <p>Makes <b>accurate</b> reference to <b>all</b> of the theories of arousal/anxiety in relation to performance, supported with a <b>wide range</b> of examples.</p>
MB1: 1 – 2 marks	MB2: 3 – 4 marks	MB3: 5 – 6 marks
Shows a <b>limited</b> ability to carry out anxiety tests.	Able to carry out anxiety tests <b>competently</b> .	Able to carry out anxiety tests to a <b>high standard</b> .

## LO5: Be able to apply sport psychology strategies to enhance sports performance

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>A <b>limited</b> range of sport psychology strategies are applied to enhance performance, <b>few</b> of which are relevant to the specific needs of the subject(s).</p> <p>A <b>brief</b> assessment of any impact on the performance of their subject(s) is attempted.</p> <p><b>Little</b> or <b>no</b> attempt is made to evaluate the strategies applied.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>A <b>range</b> of sport psychology strategies are applied to enhance performance, <b>many</b> of which are relevant to the specific needs of the subject(s).</p> <p>A <b>detailed</b> assessment of any impact on the performance of their subject(s) is provided, using <b>some</b> different measures and including <b>relevant</b> evaluation of aspects of the strategies applied.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p>A <b>wide range</b> of sport psychology strategies are applied to enhance performance, <b>most</b> of which are relevant to the specific needs of the subject(s).</p> <p>A <b>comprehensive</b> assessment of any impact on the performance of their subject(s) is provided, <b>accurately</b> using <b>many</b> different measures and including <b>relevant</b> and <b>insightful</b> evaluation of the strategies applied.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

<p>LO1: Understand the relationship between personality and sports performance</p>	<p><u>Unit R041: Reducing the risk of sports injuries – LO1</u></p> <p>Some of the factors which influence injury have links with the relationship between personality and sport (e.g. observed or social learning could result in more or less adherence to rules, which will affect the risk of injury).</p> <p><u>Unit R045: Sports nutrition – LO3, LO4</u></p> <p>Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.</p> <p>Aims of a diet plan could be related to confidence, motivation and/or concentration levels.</p>
<p>LO2: Know how motivation can affect sports performance</p>	<p><u>Unit R041: Reducing the risk of sports injuries – LO1, LO2</u></p> <p>Motivation can have links with physical preparation which can in turn influence the risk of injury when participating in physical activity. The psychological benefits of warm ups also link to motivation.</p> <p><u>Unit R042: Applying principles of training – LO1, LO4</u></p> <p>Appropriate application of the principles of training will have links with motivation (e.g. variance, to avoid boredom in completing the training programme). In combination, the use of goal setting to ensure/enhance motivation combined with the application of principles of training should ensure that the specific needs identified are met.</p> <p><u>Unit R045: Sports nutrition – LO3, LO4</u></p> <p>Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.</p> <p>Aims of a diet plan could be related to confidence, motivation and/or concentration levels.</p>

<p>LO3: Know how aggression can affect sports performance</p>	<p><u>Unit R041: Reducing the risk of sports injuries – LO1</u> Aggression could be an intrinsic (your own aggression) and extrinsic (aggression of other participants) factor in the risk of injury.</p>
<p>LO4: Understand the impact of arousal and anxiety on sports performance</p>	<p><u>Unit R041: Reducing the risk of sports injuries – LO2</u> The psychological benefits of warm ups link to arousal/anxiety and strategies which can be employed to control arousal/anxiety and improve concentration and focus.</p> <p><u>Unit R045: Sports nutrition – LO3, LO4</u> Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.</p> <p>Aims of a diet plan could be related to confidence, motivation and/or concentration levels.</p>
<p>LO5: Be able to apply sport psychology strategies to enhance sports performance</p>	<p><u>Unit R041: Reducing the risk of sports injuries – LO2</u> The psychological benefits of warm ups include strategies such as mental rehearsal, use of imagery and relaxation techniques which can be employed to control arousal/anxiety and improve concentration and focus.</p> <p><u>Unit R042: Applying principles of training – LO1, LO2, LO4</u> The use of goal setting to ensure/enhance motivation can be combined with the application of principles of training as there are many links. The training programme developed in LO4 of this unit could be used to evidence the successful application of some sports psychology strategies such as goal setting to enhance performance.</p> <p><u>Unit R045: Sports nutrition – LO3, LO4</u> Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.</p> <p>Aims of a diet plan could be related to confidence, motivation and/or concentration levels.</p>

### Assessment guidance

For LO1, LO2 and LO3, the depth and quality of learners' knowledge and understanding of the concepts and theories in these LO's needs to be underpinned with sporting examples to show that they understand the content in an applied way. By delivering the content with frequent reference to sporting examples teachers can ensure that learners have real life context to aid understanding by demonstrating the theory working in practice.

For LO1 and LO2, learners must consider the connection between personality and motivation, understand that motivation is necessary in order to succeed in something, but also recognise that motivational factors can be wide-ranging depending upon the individual.

For LO4, learners must understand the effect of arousal/anxiety on performance. Learners are required to demonstrate both knowledge and understanding of the impact of arousal/anxiety on performance and theories which relate to them and also their ability to carry out some anxiety tests. They are not being explicitly assessed on their ability to link the theories to the tests which they carry out. Evidence and results of anxiety testing carried must be included in the work produced by learners for this LO.

For LO5, learners must demonstrate their ability to suggest appropriate uses of psychological strategies to enhance performance. They are not being assessed based upon whether performance actually improves, but rather on the suitability of what they propose and their ability to evaluate its impact (if any), and suggest why it has or has not worked and how it might be made more effective. Variables beyond the control of the learner may prevent the strategies from working, but this will not necessarily mean that the strategies are wrong or that the learner does not understand how to use them in enhancing performance.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO4 – Use of anxiety tests</i>	<ul style="list-style-type: none"> <li>• Questionnaire responses and analysis</li> <li>• Witness statements</li> <li>• Subjective and objective test feedback/observations</li> </ul>
<i>LO5 – Application of sport psychology strategies</i>	<ul style="list-style-type: none"> <li>• Report or presentation profiling the subject for whom the strategies were proposed and their needs and recording what was done, any results/observations, and assessment of their impact</li> </ul>

## Sport Science Unit R045: Sports nutrition

### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R041 and R042.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

LO1: Know about the nutrients needed for a healthy, balanced diet		
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
<b>Identifies some</b> of the characteristics of a balanced diet. Provides a <b>limited description</b> of what nutrients are and their role within a healthy balanced diet, giving a <b>limited range</b> of examples of food sources of nutrients.	<b>Briefly describes most</b> of the characteristics of a balanced diet. <b>Describes in detail</b> what nutrients are and their role within a healthy balanced diet, giving a <b>range</b> of examples of food sources of nutrients.	<b>Describes in detail all</b> of the characteristics of a balanced diet. <b>Comprehensively describes</b> what nutrients are and their role within a healthy balanced diet, giving a <b>wide range</b> of examples of food sources of nutrients.
LO2: Understand the importance of nutrition in sport		
MB1: 1 – 2 marks	MB2: 3 – 4 marks	MB3: 5 – 6 marks
<b>Outlines</b> the importance of nutrition before, during and after exercise.	<b>Describes</b> the importance of nutrition before, during and after exercise.	<b>Explains in detail</b> the importance of nutrition before, during and after exercise.
MB1: 1 – 2 marks	MB2: 3 – 4 marks	MB3: 5 – 6 marks
<b>Identifies a limited range</b> of different activity types and <b>outlines basic</b> dietary requirements for these. Matching of different needs with different activities <b>lacks accuracy</b> .	<b>Identifies a range</b> of different activity types and <b>describes basic</b> dietary requirements for these, matching different needs with different activities with <b>some accuracy</b> .	<b>Identifies a wide range</b> of different activity types and <b>explains</b> dietary requirements for these, <b>accurately</b> matching different needs with different activities.
MB1: 1 – 2 marks	MB2: 3 – 4 marks	MB3: 5 – 6 marks
<b>Briefly describes</b> the use of dietary supplements with <b>limited</b> reference to why they are used in sport. Shows a <b>limited awareness</b> of issues associated with their use.	<b>Describes</b> the use of dietary supplements with <b>clear</b> reference to why they are used in sport. Shows <b>some understanding</b> of issues associated with their use.	<b>Explains</b> the use of dietary supplements with <b>detailed</b> reference to why they are used in sport. Shows <b>well developed understanding</b> of issues associated with their use.
LO3: Know about the effects of a poor diet on sports performance and participation		
MB1: 1 mark	MB2: 2 marks	MB3: 3 marks
Definition of malnutrition is <b>limited</b> .	Definition of malnutrition is <b>accurate with some detail</b> .	Definition of malnutrition is <b>accurate and detailed</b> .
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
<b>Outlines</b> the effects of overeating, under eating and dehydration using <b>limited</b> reference to sports performance and participation.  Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.	<b>Describes</b> the effects of overeating, under eating and dehydration using <b>some clear</b> reference to sports performance and participation.  Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.	<b>Explains in detail</b> the effects of overeating, under eating and dehydration with <b>clear and specific</b> reference to sports performance and participation.  <b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.

## LO4: Be able to develop diet plans for performers

MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
The plan meets <b>few</b> of the specific needs and requirements identified in the aims.  Needs <b>some</b> individual support to design the diet plan.	The diet plan meets <b>many</b> of the specific needs and requirements identified in the aims.  May need <b>minimal</b> individual support to design the diet plan.	The diet plan meets <b>all</b> of the specific needs and requirements identified in the aims.  The diet plan is designed <b>independently</b> .
MB1: 1 – 2 marks	MB2: 3 – 4 marks	MB3: 5 – 6 marks
Evaluation is <b>brief</b> , with <b>limited</b> reflection on the design and completion of the diet plan.  Ideas for improvement are general rather than specific.	Evaluation is <b>detailed</b> and reflects upon <b>many</b> aspects of the design and completion of the diet plan.  Ideas for improvement are <b>mostly relevant</b> and <b>considered</b> .	Evaluation is <b>comprehensive</b> and reflects upon <b>most</b> aspects of the design and completion of the diet plan.  Ideas for improvement are <b>specific</b> and <b>justified</b> .

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

LO1: Know about the nutrients needed for a healthy, balanced diet	<u>Unit R041: Reducing the risk of sports injuries – LO1, LO4</u>  Nutrition is one of the individual variables which are intrinsic factors which can influence the risk of injury as well as impacting upon other factors in the medium- to long-term such as fitness levels, fatigue and posture.  This also has links to some common medical conditions, as they may require specialised diets, diabetes for example.
LO2: Understand the importance of nutrition in sport	<u>Unit R041: Reducing the risk of sports injuries – LO1, LO4</u>  Nutrition is one of the individual variables which are intrinsic factors which can influence the risk of injury as well as impacting upon other factors in the medium-to-long-term such as fitness levels, fatigue and posture.  This also has links to some common medical conditions, as they may require specialised diets, diabetes for example.

	<p><u>Unit R042: <i>Applying principles of training</i> – LO2, LO4</u></p> <p>Aerobic and anaerobic exercise links closely with the understanding of the varying dietary requirements of different activity types. Nutrition would also be a consideration in terms of establishing information about a subjects' health when designing a fitness training programme.</p> <p><u>Unit R043: <i>The body's response to physical activity</i> – LO3, LO4</u></p> <p>Nutrition before, during and after exercise, different nutritional requirements for varying physical activities and the use of supplements could be linked to short-term and long-term effects of exercise.</p> <p><u>Unit R046: <i>Technology in sport</i> – LO2</u></p> <p>Technological advances have allowed for more advanced testing and research into issues relating to nutrition and diet.</p>
<p>LO3: Know about the effects of a poor diet on sports performance and participation</p>	<p><u>Unit R041: <i>Reducing the risk of sports injuries</i> – LO1, LO4</u></p> <p>Nutrition (or lack of) is one of the individual variables which are intrinsic factors which can influence the risk of injury as well as impacting upon other factors in the medium- to long-term such as fitness levels, fatigue and posture.</p> <p>Also has links to some common medical conditions, as they may require specialised diets, diabetes for example.</p> <p><u>Unit R042: <i>Applying principles of training</i> – LO4</u></p> <p>Nutrition (or lack of) would also be a consideration in terms of establishing information about a subjects' health when designing a fitness training programme.</p> <p><u>Unit R043: <i>The body's response to physical activity</i> – LO1, LO2, LO3, LO4</u></p> <p>The function of body systems and the ability of the body to cope with physical activity would be impaired to varying degrees by the effects of poor diet.</p> <p><u>Unit R044: <i>Sport psychology</i> – LO1 LO2, LO4, LO5</u></p> <p>Poor diet and its effects can lead to a loss of confidence, diminishing motivation and lack of concentration (amongst other things) which links to various aspects of the Sport psychology unit.</p> <p><u>Unit R046: <i>Technology in sport</i> – LO2</u></p> <p>Technological advances have allowed for more advanced testing and research into issues relating to nutrition and diet.</p>

LO4:  
Be able to develop diet plans for performers

Unit R041: Reducing the risk of sports injuries – LO1

A diet plan would need to take account of the subjects' health and associated risks in terms of starting information, which links to the intrinsic factors in R041, LO1.

Unit R042: Applying principles of training – LO1, LO3, LO4

Underpinning principles of training could be relevant to the production of a diet plan, e.g. variance – if the plan devised means eating very similar foods the entire time then adherence to it is less likely.

How to assess the effects of physical activity can be used in the design of a diet plan, e.g. identification of aims of plan, collecting key information on subject etc.

Unit R043: The body's response to physical activity – LO1, LO2, LO3, LO4

A diet plan would need to consider the function of body systems and the aims of the plan may be related to improving the ability of the body to cope with physical activity in some cases.

Unit R044: Sport psychology – LO1 LO2, LO4, LO5

Aims of the diet plan could be related to confidence, motivation and/or concentration levels.

Unit R046: Technology in sport – LO2

Technological advances have allowed for more advanced testing and research into issues relating to nutrition and diet.

### Assessment guidance

For LO1, learners should consider the aspect of *balance* in diet as being crucial and show an appreciation not just of what nutrients are but of the different nutrients required by the body, the different sources for them and how they complement one another by performing different roles.

For LO2, learners must consider the connection between nutrition and performance in physical activity, understanding the nutritional requirements of different types of physical activity before, during and after performance. Learners will demonstrate their ability to apply this understanding by discussing dietary supplements and some of the issues surrounding their use.

For LO3, learners need to be able to provide detail about **how** poor diet can have a debilitating effect on sports performance and participation to access the higher mark bands. There is an opportunity to use knowledge gained in other units in this LO.

For LO4, learners must demonstrate their ability to produce an appropriate diet plan to achieve specific goals which relate to their subject. They are not necessarily being assessed based upon whether goals set are achieved, but rather on the suitability of what they propose and their ability to evaluate its impact (if any), and suggest why it has or has not worked and how it might be made more effective. Variables beyond the control of the learner may prevent the plan from working, even where the plan is appropriate. Assessment should reflect the ability of the learner to apply their knowledge and understanding in order to establish key needs and considerations for the diet plan and to produce and evaluate a plan which takes account of these.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO4 – Diet plan</i>	<ul style="list-style-type: none"> <li>• Notes/outcomes of initial consultation/questionnaire which establish initial information about the subject who the plan is aimed at</li> <li>• A plan over time showing the diet suggested</li> <li>• Measurements/results which show whether the plan worked or not</li> </ul>

## Sport Science Unit R046: *Technology in sport*

### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R041 and R042.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

### LO1: Know how technology is used in sport

MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
<b>Outlines</b> the use of technology to enhance performance, game play and spectatorship in sport giving a <b>limited</b> range of examples.	<b>Describes</b> the use of technology to enhance performance, game play and spectatorship in sport giving a <b>range</b> of examples.	<b>Comprehensively describes</b> the use of technology to enhance performance, game play and spectatorship in sport giving a <b>wide range</b> of examples.

### LO2: Understand the positive effects of sports technology

MB1: 1 – 6 marks	MB2: 7 – 12 marks	MB3: 13 – 18 marks
<p><b>Identifies some</b> possible positive effects of sports technology.</p> <p>Provides a <b>brief description</b> of the positive effects identified and supports <b>some</b> of the descriptions with examples.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p><b>Describes a range</b> of possible positive effects of sports technology.</p> <p>Provides <b>some explanation</b> as to why they are positive, supported with <b>mostly relevant</b> examples.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p><b>Explains a wide range</b> of possible positive effects of sports technology, <b>clearly</b> supported with <b>relevant</b> examples.</p> <p><b>Clearly</b> draws upon relevant skills/knowledge/understanding from other units in the specification.</p>

### LO3: Understand the negative effects of sports technology

MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
<p><b>Identifies some</b> possible negative effects of sports technology.</p> <p>Provides a <b>brief description</b> of the negative effects identified and supports <b>some</b> of the descriptions with examples.</p>	<p><b>Describes a range</b> of possible negative effects of sports technology.</p> <p>Provides <b>some explanation</b> as to why they are negative, supported with <b>mostly relevant</b> examples.</p>	<p><b>Explains a wide range</b> of possible negative effects of sports technology, <b>clearly</b> supported with <b>relevant</b> examples.</p>

## LO4: Be able to evaluate the impact of technology in sport

MB1: 1 – 6 marks	MB2: 7 – 12 marks	MB3: 13 – 18 marks
<p>Evaluation of the impact of technology in sports in the chosen area is <b>basic</b>.</p> <p><b>Outlines</b> the use of technology being evaluated; consideration of factors affecting its use is <b>superficial</b>.</p> <p>There is <b>minimal</b> discussion of impacts which the technology has had.</p> <p>There is <b>little attempt</b> to make an overall judgement about whether the technology has succeeded in achieving its aims, enhanced particular aspects of the sport(s) it has been applied to or adapted for other useful means.</p>	<p>Evaluation of the impact of technology in sports in the chosen area is <b>detailed</b>.</p> <p><b>Describes</b> the use of technology being evaluated and <b>some</b> factors affecting its use are considered.</p> <p>There is <b>some relevant</b> discussion of the impacts which the technology has had.</p> <p>An overall <b>judgement is made</b> about whether the technology has succeeded in achieving its aims, enhanced particular aspects of the sport(s) it has been applied to or adapted for other useful means.</p>	<p>Evaluation of the impact of technology in sport in the chosen area is <b>comprehensive</b>.</p> <p><b>Describes</b> the use of technology being evaluated and considers factors affecting its use <b>in detail</b>.</p> <p>There is <b>thorough</b> discussion of the impacts which the technology has had.</p> <p>An overall <b>judgement is made and justified</b> about whether the technology has succeeded in achieving its aims, enhanced particular aspects of the sport(s) it has been applied to or adapted for other useful means.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

<p>LO1: Know how technology is used in sport</p>	<p><u><a href="#">Unit R041: Reducing the risk of sports injuries – LO1, LO2, LO3, LO4</a></u></p> <p>Technology is used in prevention of and recovery from injury as well as in screening for injury and medical conditions. Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity which can be applied to warm-up/cool-down. Has also led to advancement of injury treatment, both immediate and longer-term.</p> <p><u><a href="#">Unit R042: Applying principles of training – LO2, LO3, LO4</a></u></p> <p>Sport technology is used in many aspects of training, such as equipment, fitness tests, monitoring, etc.</p>
<p>LO2: Understand the positive effects of sports technology</p>	<p><u><a href="#">Unit R041: Reducing the risk of sports injuries – LO1, LO2, LO3, LO4</a></u></p> <p>Technology is used in prevention of and recovery from injury as well as in screening for injury and medical conditions. Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity which can be applied to warm-up/cool-down. Has also led to advancement of injury treatment, both immediate and longer-term.</p> <p><u><a href="#">Unit R042: Applying principles of training – LO2, LO3, LO4</a></u></p> <p>Sport technology is used in many aspects of training, such as equipment, fitness tests, monitoring, etc.</p> <p><u><a href="#">Unit R043: The body's response to physical activity – LO1, LO2, LO3, LO4</a></u></p> <p>Improved testing and monitoring contributes to enhanced understanding of the benefits of different types of activity and ability to monitor the performance of body systems.</p> <p><u><a href="#">Unit R045: Sports nutrition – LO2, LO3, LO4</a></u></p> <p>Technological advances have allowed for more advanced testing and research into issues relating to nutrition and diet, including better testing for banned supplements in elite competition.</p>

<p>LO3: Understand the negative effects of sports technology</p>	<p><u>Unit R043: <i>The body's response to physical activity</i> – LO1, LO3, LO4</u></p> <p>In some ways technology can be seen to 'level the playing field' between athletes of differing physical ability, to the detriment of sport as a measure of skill and/or physical endurance. This could be linked to understanding of how the body responds to physical activity.</p> <p><u>Unit R045: <i>Sports nutrition</i> – LO2, LO3, LO4</u></p> <p>A more scientifically advanced approach to sports performance has led to increasingly sophisticated supplements being used by elite performers, sometimes contravening the rules of the sport. It has also been argued that in some contact sports, the use of supplements and nutritional/dietary understanding has led to performers 'bulking up', developing muscle mass which puts too great a strain on ligaments and tendons and can lead to serious injury.</p>
<p>LO4: Be able to evaluate the impact of technology in sport</p>	<p>This could be any combination of the above links depending upon the technology or organisation chosen as the focus for study. For example, evaluation of a high performance centre would possibly touch upon injury prevention/treatment, enhancing training programmes and performance monitoring and so on.</p>

### Assessment guidance

For LO1, LO2 and LO3, learners must consider the use of technology and positive and negative effects of technology in the context of the 3 areas identified (i.e. performance, game play and spectatorship)

For LO4, learners must evaluate the impact of technology in a particular area, which may be one of:

- specific technology/technologies used in one specific sport (e.g. could look at cricket and the use of referral system, 'Hawk-Eye' and 'Hot-Spot')
- one piece of technology used and adapted across a range of sports (e.g. 'Hawk-Eye' used in tennis, cricket, suggested for goal-line technology in football)
- an organisation which has been and/or is at the forefront of using new technology (e.g. GB athletics high-performance centres based at Loughborough University, AC Milan's Miranello training and medical complex).

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO4 – Evaluation of the impact of technology</i>	<ul style="list-style-type: none"> <li>• Written report, presentation, essay; <b>must</b> indicate clearly what technology/sport/organisation is being evaluated</li> <li>• Could include media coverage, articles etc.</li> </ul>

## Sport Studies Unit R052: *Developing sports skills*

### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks are allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory unit R051.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

### LO1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
Demonstrates <b>limited</b> application of skills and techniques as an individual performer in a sporting activity.	Demonstrates <b>effective</b> application of skills and techniques as an individual performer in a sporting activity.	Demonstrates <b>advanced</b> application of skills and techniques as an individual performer in a sporting activity.
Creativity, use of tactics/strategies/compositional ideas and decision-making often <b>lacks accuracy</b> and <b>fluency</b> .	Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>some accuracy</b> and <b>fluency</b> .	Creativity, use of tactics/strategies/compositional ideas and decision-making <b>shows accuracy</b> and <b>fluency</b> on <b>most occasions</b> .
Ability to maintain performance is <b>inconsistent</b> .	Ability to maintain performance is <b>consistent</b> .	Ability to maintain performance is <b>consistent</b> and <b>confident</b> .

### LO2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
Demonstrates <b>limited</b> application of skills and techniques as a team performer in a sporting activity.	Demonstrates <b>effective</b> application of skills and techniques as a team performer in a sporting activity.	Demonstrates <b>advanced</b> application of skills and techniques as a team performer in a sporting activity.
Creativity, use of tactics/strategies/compositional ideas and decision-making often <b>lacks accuracy</b> and <b>fluency</b> .	Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>some accuracy</b> and <b>fluency</b> .	Creativity, use of tactics/strategies/compositional ideas and decision-making <b>shows accuracy</b> and <b>fluency</b> on <b>most occasions</b> .
Awareness of role within/contribution to the team is <b>limited</b> .	Awareness of role within/contribution to the team is <b>clear</b> .	Awareness of role within/contribution to the team is <b>well developed</b> .

### LO3: Be able to officiate in a sporting activity

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
Demonstrates <b>limited</b> officiating skills in the sporting activity selected.	Demonstrates <b>effective</b> officiating skills in the sporting activity selected.	Demonstrates <b>advanced</b> officiating skills in the sporting activity selected.
Rules and regulations are applied in <b>simple</b> situations with <b>limited</b> accuracy and consistency.	Rules and regulations are applied in <b>common</b> situations, with <b>some</b> accuracy and consistency.	Rules and regulations are applied in <b>complex</b> situations, <b>most</b> of which are accurate and consistent.
Communication and use of signals is <b>often hesitant</b> .	Communication and use of signals is <b>clear</b> .	Communication and use of signals is <b>clear and confident</b> .

## LO4: Be able to apply practice methods to support improvement in a sporting activity

## MB1: 1 – 6 marks

The review of their performance is **basic**.

The application of practice methods is **basic** and addresses **few** of the areas and skills where improvement is needed.

Understanding of how to measure improvement is **limited**.

## MB2: 7 – 11 marks

The review of their performance is **detailed** in **some** aspects.

The application of practice methods is **simple** and addresses **many** of the areas and skills where improvement is needed.

Understanding of how to measure improvement is **detailed**.

## MB3: 12 – 15 marks

The review of their performance is **detailed** in **most** aspects.

The application of practice methods is **considered** and addresses **most** of the areas and skills where improvement is needed.

Understanding of how to measure improvement is **comprehensive**.

## Assessment guidance

For LO1, learners must demonstrate the key components of performance for an individual performer. This means in a sporting activity where the learner is an individual participant (excluding others who they may be competing against) e.g. golf, tennis, trampolining.

For LO2, learners must demonstrate the key components of performance for a team performer. This means the learner participates in a sporting activity as part of a team e.g. football, netball, basketball. The learner must not be assessed in a sporting activity that is a team derivation of the activity performed in LO1, these include:

- racquet sports (e.g. tennis, badminton) – cannot perform singles in LO1 and then doubles in LO2
- relay events (e.g. track, swimming) – cannot perform a 400m event for LO1 and then a 4x400m relay for LO2.

Learners may use an activity from either LO1 or LO2 in the assessments of LO3 and LO4 or they can use different activities for either or both LO3 and LO4.

For LO3, learners must be assessed in a practical officiating situation. This could be within their peer group activities agreed for this unit. Learners can be assessed in any officiating role i.e. referee, umpire, timekeeper, line judge, but must be able to demonstrate all of the skills identified in the taught content to be able to access the full range of marks. Teachers should ensure that enough time is given to learners in an officiating role to enable them to show skills in a variety of situations; where possible they should be assessed on a number of occasions.

LO4 is not assessing the learners' ability to improve or the level of any improvement that is made. The assessment will be of the learners' ability to apply appropriate practice methods to address required areas of improvement in particular skills and aspects of their performance that they have identified during their review. Learners must be focussed on the application of appropriate practice methods to address areas of improvement more so than the review of their own performance. Learners must be assessed in reviewing a single sporting activity.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO1, LO2 and LO3 – Performance</i>	<ul style="list-style-type: none"> <li>• Log book, record of participation, filmed evidence, awards/certificates, witness statements, documentary evidence (e.g. results from competition)</li> </ul>
<i>LO4 – Application of practice methods</i>	<ul style="list-style-type: none"> <li>• Training programme/action plan, peer or coach feedback/observation, written/verbal or recorded analysis, witness statements, pre and post- practice testing and results</li> </ul>

## Sport Studies Unit R053: Sports leadership

### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks are allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R051 and R052.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 9 marks
<p><b>Outlines</b> a <b>range</b> of different sports leadership roles and responsibilities associated with them.</p> <p><b>Identifies</b> the styles and personal qualities which relate to leadership roles in sport.</p>	<p><b>Describes</b> a <b>range</b> of sport leadership roles and related responsibilities.</p> <p>Makes links between different roles and the personal qualities and leadership styles of those who undertake them with <b>some accuracy</b>.</p>	<p><b>Describes</b> a <b>wide range</b> of sports leadership roles and related responsibilities.</p> <p>Makes <b>clear</b> and <b>accurate</b> links between different roles and the personal qualities and leadership styles of those who undertake them.</p>
LO2: Be able to plan a sports activity session		
MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
<p>Produces a <b>basic</b> session plan which demonstrates <b>limited</b> consideration of the key requirements for an effective and safe sporting activity session.</p> <p>Requires <b>some</b> prompting from the teacher in producing the session plan.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an <b>effective</b> session plan which demonstrates <b>appropriate</b> consideration of the key requirements for an effective and safe sporting activity session.</p> <p><b>Little</b> prompting from the teacher is required in producing the session plan.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Produces a <b>detailed</b> and <b>comprehensive</b> session plan which demonstrates <b>thorough</b> consideration of the key requirements for an effective and safe sporting activity session.</p> <p>The session plan is produced <b>independently</b>.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
<p>Shows a <b>limited awareness</b> of safety considerations. <b>Some</b> teacher support may be required in planning and setting up a suitable risk assessment.</p> <p>Corrective action of risks is <b>basic</b>.</p> <p>Provides a <b>brief outline</b> of emergency procedures related to the facility and equipment to be used in the session.</p>	<p>Shows <b>some understanding</b> of safety considerations, requiring <b>little</b> teacher support in planning and setting up a suitable risk assessment.</p> <p>Corrective action of risks is <b>effective</b>.</p> <p>Provides a <b>clear description</b> of emergency procedures related to the facility and equipment to be used in the session.</p>	<p>Shows <b>well developed understanding</b> of safety considerations, planning and setting up a suitable risk assessment <b>independently</b>.</p> <p>Corrective action of risks is <b>considered and effective</b>.</p> <p>Provides a <b>thorough explanation</b> of emergency procedures related to the facility and equipment to be used in the session.</p>

## LO3: Be able to deliver a sports activity session

MB1: 1 – 6 marks	MB2: 7 – 12 marks	MB3: 13 – 18 marks
<p>Demonstrates <b>limited</b> application of skills and knowledge in delivering a sports activity session.</p> <p>Delivery of the session shows <b>limited</b> application of activity specific knowledge, with <b>little awareness</b> of adaptability as the session progresses.</p> <p>Shows a <b>basic</b> appreciation of safe practice <b>at times</b> during the delivery of the session.</p> <p>Communication skills and motivation techniques are <b>hesitant</b>.</p>	<p>Demonstrates <b>effective</b> application of skills and knowledge in delivering a sports activity session.</p> <p>Delivery of the session shows <b>effective</b> application of activity specific knowledge, with <b>some awareness</b> of adaptability as the session progresses.</p> <p>Shows a <b>clear</b> appreciation of safe practice on <b>most occasions</b> during the delivery of the session.</p> <p>Communication skills and motivation techniques are <b>clear</b>.</p>	<p>Demonstrates <b>advanced</b> application of skills and knowledge in delivering a sports activity session.</p> <p>Delivery of the session shows <b>advanced</b> application of activity specific knowledge. Adapts the session <b>efficiently</b> as it progresses to meet the needs of the participants.</p> <p>Appreciation of safe practice is <b>well developed</b> and evident <b>throughout</b> in both the organisation and supervision of the session.</p> <p>Communication skills and motivation techniques are <b>clear and confident</b>.</p>

## LO4: Be able to evaluate own performance in delivering a sports activity session

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>Evaluation of the session is <b>brief</b>.</p> <p><b>Some basic</b> positives and/or negatives are <b>identified</b>.</p> <p>Consideration of the plan for the session, how it was delivered and its overall success is <b>minimal</b>.</p> <p>Ideas for improvement are <b>limited</b>.</p>	<p>Evaluation of the session is <b>detailed</b>.</p> <p><b>Both</b> positive <b>and</b> negative aspects are identified.</p> <p><b>Some consideration</b> is given to the plan for the session and how it was delivered in evaluating its overall success.</p> <p>Ideas for improvement are <b>clear</b> and <b>relevant</b> to the aspects identified.</p>	<p>Evaluation of performance is <b>comprehensive</b>.</p> <p><b>Most</b> positive <b>and</b> most negative aspects are identified.</p> <p>The plan for the session and how it was delivered are <b>fully considered</b> in evaluating its overall success.</p> <p>Ideas for improvement are <b>insightful</b> and address <b>specific</b> aspects of planning and delivery which have been identified.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

<p>LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</p>	<p><u>Unit R052: <i>Developing sports skills</i> – LO3</u> The role of official is a type of sports leadership and undertaking this role will help learners to gain an appreciation of many of the skills involved in sports leadership.</p> <p><u>Unit R054: <i>Sport and the media</i> – LO2, LO3</u> Learners may associate many of the different qualities, styles, roles and responsibilities of sports leaders with positive and/or negative role models in sport. Contrasting approaches to being a sports leader can be applied through the use of examples from sport.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO2</u> Skills required for different jobs within the sports industry could be related to leadership styles and qualities.</p> <p><u>Unit R056: <i>Developing knowledge and skills in outdoor activities</i> – LO2</u> Many skills required in outdoor activities relate to leadership and working with a team.</p>
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<p>LO2: Be able to plan a sports activity session</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2</u></p> <p>Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader’s considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3, LO4</u></p> <p>Learners should draw upon the knowledge and practical experience gained in unit R052 when planning their sports activity sessions to assist in meeting some of the requirements of this LO and LO3.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO2, LO3, LO4</u></p> <p>Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R056: <i>Developing knowledge and skills in outdoor activities</i> – LO2, LO3, LO4</u></p> <p>Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in or delivery of sports activities/coaching/training.</p>
<p>LO3: Be able to deliver a sports activity session</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2</u></p> <p>Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader’s considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3, LO4</u></p> <p>Learners should draw upon the knowledge and practical experience gained in unit R052 when delivering their sports activity sessions to assist in meeting some of the requirements of this LO and LO2.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO2, LO3, LO4</u></p> <p>Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R056: <i>Developing knowledge and skills in outdoor activities</i> – LO2, LO3, LO4</u></p> <p>Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in or delivery of sports activities/coaching/training.</p>

LO4:  
Be able to evaluate own performance in delivering a sports activity session

Unit R051: *Contemporary issues in sport* – LO1, LO2

Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader's considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

When evaluating the success of their sports activity session, some of the key considerations in terms of meeting the needs of the participants will be closely linked to the knowledge gained in unit R052 in terms of meeting the aims of the session and the needs of its participants.

Unit R055: *Working in the sports industry* – LO2, LO3, LO4

Evaluation of performance is a key aspect of fulfilling various job roles and in identifying strengths, weaknesses, skills gaps, etc.

Unit R056: *Developing knowledge and skills in outdoor activities* – LO2, LO3, LO4

Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in or delivery of sports activities/coaching/training.

## Assessment guidance

For LO1, learners must consider links between different personal qualities and which may be desirable qualities for different sports leadership roles. They must also be taught about different leadership styles and how each of these relates to the roles they have looked at and the responsibilities of the different types of leader. It would be useful for learners to consider real life examples and case studies when looking at the qualities and styles of effective leaders.

For LO2, teacher advice/prompting is allowed if a plan is considered unsafe, unmanageable etc as the learner must be able to deliver the plan independently. Learners must be advised to produce as much detail in the plan as possible, but focus on the quality of detail and not quantity. For the risk assessment, learners must produce their own form to complete and give details of appropriate emergency procedures; where teacher support is required to ensure that this is done sufficiently to ensure safety, this should be reflected in the assessment. If no corrective action is required, learners still need to show evidence of what action should be taken in a variety of situations and consider root causes.

For LO3, assessment must focus on the delivery of the session rather than any limitations of the plan, which will have been reflected in the assessment of LO2. For example, if a learner has a simplistic plan which proves unsuitable for the group but is then able to adapt during the session to make the activities more appropriate, then this should be reflected positively in the assessment of LO3 (even though it may have been a limiting feature of LO2).

For LO4, learners should evaluate their activity sessions in terms of both planning and delivery and be encouraged to reflect not only on the inter-dependency of the two aspects, but also how one can potentially solve problems with the other (e.g. an effective plan lessens the need to adapt throughout the session).

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO2 – Planning of a sports activity session</i>	<ul style="list-style-type: none"> <li>• A session plan for a sports activity, risk assessment record/ checklist, details of emergency procedures</li> <li>• For corrective action/root cause, teacher could provide scenarios if not present in actual session plan/delivery</li> </ul>
<i>LO3 – Delivery of a sports activity session</i>	<ul style="list-style-type: none"> <li>• Witness statements, filmed evidence, feedback forms from participants</li> </ul>

## Sport Studies Unit R054: *Sport and the media*

### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks are allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work adequately meets the statement, the most *appropriate* mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R051 and R052.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

### LO1: Know how sport is covered across the media

MB1: 1 – 2 marks	MB2: 3 – 4 marks	MB3: 5 – 6 marks
Identifies <b>most</b> different areas of the media which cover sport supported by a <b>limited range</b> of examples.	Identifies <b>most</b> different areas of the media which cover sport supported by a <b>range</b> of examples.	Identifies <b>all</b> different areas of the media which cover sport supported by a <b>wide range</b> of examples.

### LO2: Understand positive effects that the media can have on sport

MB1: 1 – 5 marks	MB2: 6 – 9 marks	MB3: 10 – 12 marks
<p>Identifies <b>some</b> possible positive effects that the media can have on sport.</p> <p>Provides a <b>brief description</b> of the positive effects identified and supports <b>some</b> of the descriptions with examples.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Describes a <b>range</b> of possible positive effects that the media has on sport.</p> <p>Provides <b>some explanation</b> as to why they are positive, supported with <b>mostly relevant</b> examples.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Explains a <b>wide range</b> of possible positive effects that the media has on sport, <b>clearly</b> supported with <b>relevant</b> examples.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>

### LO3: Understand negative effects that the media can have on sport

MB1: 1 – 5 marks	MB2: 6 – 9 marks	MB3: 10 – 12 marks
<p><b>Identifies some</b> possible negative effects that the media can have on sport.</p> <p>Provides a <b>brief</b> description of the negative effects identified and supports <b>some</b> of the descriptions with examples.</p>	<p><b>Describes a range</b> of possible negative effects that the media has on sport.</p> <p>Provides <b>some explanation</b> as to why they are negative, supported with <b>mostly relevant</b> examples.</p>	<p><b>Explains a wide range</b> of possible negative effects that the media has on sport, <b>clearly</b> supported with <b>relevant</b> examples.</p>

## LO4: Understand the relationship between sport and the media

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p><b>Outlines some</b> aspects of the relationship between sport and the media.</p> <p>Provides <b>some basic</b> examples of their value to one another.</p> <p>Shows <b>little awareness</b> of the ways in which sport and the media influence each other or that this has changed over time.</p>	<p><b>Describes a range</b> of aspects of the relationship between sport and the media, supported with <b>mostly relevant</b> examples of their value to one another.</p> <p>Attempts <b>some explanation</b> of the ways in which sport and the media influence each other, showing an understanding that this has changed over time.</p>	<p><b>Describes a wide range</b> of aspects of the relationship between sport and the media with <b>relevant</b> examples of their value to one another.</p> <p><b>Explains</b> the ways in which sport and the media influence each other, showing a <b>thorough</b> understanding of <b>how</b> this has changed over time.</p>

## LO5: Be able to evaluate media coverage of sport

MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
<p>Evaluation of the coverage of a sports story/item by different media outlets is <b>basic</b>.</p> <p><b>Briefly</b> discusses a <b>limited range</b> of features of the coverage.</p> <p>Consideration of aspects which may have influenced the coverage is <b>superficial</b>.</p> <p><b>Few relevant</b> comparisons of the coverage between the different media outlets are made.</p> <p>There is <b>little attempt</b> to make an overall judgement about whether the way in which the media outlets have covered the item/story is appropriate.</p>	<p>Evaluation of the coverage of a sports story/item by media outlets is <b>detailed</b>.</p> <p><b>Discusses a range</b> of features of the coverage.</p> <p>Aspects which may have influenced the coverage are <b>considered</b>.</p> <p><b>Relevant</b> comparisons of the coverage are made.</p> <p>An overall <b>judgement is made</b> about whether the way in which the media outlets have covered the item/story is appropriate.</p>	<p>Evaluation of the coverage of a sports story/item by media outlets is <b>comprehensive</b>.</p> <p><b>Fully discussed a wide range</b> of features of the coverage.</p> <p>Aspects which may have influenced the coverage are <b>considered in detail</b>.</p> <p><b>Clear and relevant</b> comparisons of the coverage are made.</p> <p>An overall <b>judgement is made and justified</b> about whether the way in which the media outlets have covered the item/story is appropriate.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

<p>LO1: Know how sport is covered across the media</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1</u></p> <p>Knowing about the coverage of sport in the media has links with the use of promotion to increase participation in sport as well as understanding the popularity of different sports.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO1, LO2, LO3, LO4</u></p> <p>Media (of various types) is a significant area of the sports industry.</p>
<p>LO2: Understand positive effects that the media can have on sport</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2, LO3</u></p> <p>Media coverage can have a range of positive effects on sport, affecting participation, popularity, the promotion of values and the hosting (and legacy) of major sporting events.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3</u></p> <p>One of the positive impacts which media coverage has had on sport is in terms of education, whether introducing people to new sports at a basic level by the coverage increasing awareness, or in terms of in-depth analysis which aids peoples understanding of the techniques and tactics involved. When developing sports skills, often young people will start by wanting to replicate the techniques of a role model who they have seen performing in the activity at elite level.</p> <p>Media coverage has also made officials in some sports higher profile; increasingly officials are employed on a professional basis and remunerated accordingly. This has heightened awareness of a different way to be an important part of elite sport if elite performance is unlikely to be an option.</p>

	<p><u>Unit R053: Sports leadership – LO1</u></p> <p>The media can promote good sports leaders who are positive role models.</p> <p><u>Unit R055: Working in the sports industry – LO1, LO2, LO3, LO4</u></p> <p>Media (of various types) is a significant area of the sports industry and positive promotion/coverage of different aspects of sport can lead to job creation and innovation within other areas of the industry.</p>
<p>LO3: Understand negative effects that the media can have on sport</p>	<p><u>Unit R051: Contemporary issues in sport – LO1, LO2, LO3</u></p> <p>Media coverage can have a range of negative effects on sport, affecting participation, popularity, the promotion of values and the hosting (and legacy) of major sporting events.</p> <p><u>Unit R052: Developing sports skills – LO1, LO2, LO3</u></p> <p>Negative sports role models covered in the media can lead to on-field misbehaviour being replicated in lower age-groups – for example, unsporting behaviour towards other players and spectators.</p> <p>Increased pressure and scrutiny on officials is one of the negative impacts which the media has had on sport. This can lead to a perception that officials are not as good as they should be and could put people off wanting to be officials. It has made the role of the official much more challenging in many ways.</p> <p><u>Unit R053: Sports leadership – LO1</u></p> <p>Some sports leaders may get a disproportionate amount of media coverage because of their less desirable qualities and styles of leadership. As such they are perceived as being outspoken and therefore generate a lot of potential stories for the media to report.</p> <p><u>Unit R055: Working in the sports industry – LO1, LO2, LO3, LO4</u></p> <p>Media (of various types) is a significant area of the sports industry.</p>

<p>LO4: Understand the relationship between sport and the media</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2, LO3</u></p> <p>The issues covered in unit R051 are intrinsically linked with the relationship between sport and the media. Sport uses the media to try to get more coverage, more money, more people involved. Similarly, as sport becomes more high profile, the more interesting less positive stories relating to sport or sports performers become, and the more damaging widespread coverage can potentially be.</p> <p><u>Unit R053: <i>Sports leadership</i> – LO1</u></p> <p>Coverage of different sports leaders can in part depend not just on their qualities or effectiveness in terms of performance but often on their style. If they are outspoken or quotable, they may get more coverage in the media than other sports leaders who are just as effective but less 'media-friendly'.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO1, LO2, LO3, LO4</u></p> <p>Media (of various types) is a significant area of the sports industry. The importance of the relationship between sport and the media is reflected by how many different types of role exist within the sports industry which are either within the media or to do with media relations/PR.</p>
<p>LO5: Be able to evaluate media coverage of sport</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2, LO3, LO4</u></p> <p>The nature of the media coverage evaluated will be influenced by the popularity and size of the sport and organisations and/or individuals involved as well as by the media outlets that are covering it. The coverage may be directly relevant to specific contemporary issues such as ethical issues in sport, a major sporting event or the role of a national governing body such as the F.A. or R.F.U.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO1, LO2, LO3, LO4</u></p> <p>Media (of various types) is a significant area of the sports industry.</p>

### Assessment guidance

For LO1, LO2, LO3 and LO4, learners must know sporting examples from a number of sports and media outlets.

For LO4, learners must look at how the relationship between sport and the media has changed over time (particularly just before and since the creation of Sky TV) as well as considering the nature of the relationship itself.

For LO5, learners must evaluate and compare the coverage of a sports story/item in a minimum of two different media outlets, though they may look at the coverage across more than two outlets if they wish. The original sources being evaluated must be included in the evidence for this LO.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO1–4 – Examples of media coverage</i>	<ul style="list-style-type: none"> <li>Scrapbook of newspaper/magazine/web articles, electronic files (written/audio/filmed footage), web-pages or links, written summaries of television coverage</li> </ul>
<i>LO5 – Evaluation of coverage of an item/story</i>	<ul style="list-style-type: none"> <li>Written report, presentation, essay; <b>must</b> include copies of the coverage being evaluated</li> </ul>

## Sport Studies Unit R055: Working in the sports industry

### Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R051 and R052.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

### LO1: Know the areas of employment within the sports industry

MB1: 1 – 2 marks	MB2: 3 – 4 marks	MB3: 5 – 6 marks
Identifies <b>some</b> of the areas of employment within the sports industry supported by a <b>limited range</b> of examples.	Identifies <b>many</b> of the areas of employment within the sports industry supported by a <b>range</b> of examples.	Identifies <b>most</b> of the areas of employment within the sports industry supported by a <b>wide range</b> of examples.

### LO2: Know the skills and knowledge required to work within the sports industry

MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
<b>Outlines</b> the skill and knowledge requirements for a <b>limited range</b> of careers and professions within the sports industry and <b>broadly</b> matches the requirements with <b>some</b> job roles.	<b>Describes</b> the skill and knowledge requirements for a <b>range</b> of careers and professions within the sports industry and matches the requirements with <b>mostly relevant</b> job roles.	<b>Describes in detail</b> the skill and knowledge requirements for a <b>wide range</b> of careers and professions within the sports industry and <b>clearly</b> matches the requirements with <b>specific, relevant</b> job roles.

### LO3: Be able to apply for jobs within the sports industry

MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
Identifies a <b>limited range</b> of sources of information regarding job vacancies with <b>some relevance</b> to the sport industry.  Research into a specific job role within the sports industry is <b>basic</b> and considers <b>few</b> of the key aspects.	Identifies a <b>range</b> of sources of information regarding job vacancies, <b>many of which are relevant</b> to the sports industry.  Research into a specific job role within the sports industry is <b>detailed</b> and considers <b>most</b> of the key aspects.	Identifies a <b>wide range</b> of sources of information regarding job vacancies that are <b>specific</b> to the sports industry.  Research into a specific job role within the sports industry is <b>extensive</b> and considers <b>all</b> of the key aspects.
MB1: 1 – 5 marks	MB2: 6 – 10 marks	MB3: 11 – 15 marks
Creates a <b>simple</b> CV that contains <b>some appropriate</b> personal information and has <b>limited relevance</b> to the job role being applied for.  Preparation for an interview is <b>brief</b> , with <b>limited</b> consideration of research undertaken and potential questions and tasks.	Creates a <b>detailed</b> CV that contains <b>appropriate</b> personal information and is <b>mostly relevant</b> to the job role being applied for.  Preparation for an interview is <b>thorough</b> , with <b>appropriate</b> consideration of research undertaken and potential questions and tasks. <b>Some</b> questions to ask at the interview are identified.	Creates a <b>thorough and concise</b> CV that contains <b>considered</b> personal information and is <b>completely relevant</b> to the job role being applied for.  Preparation for an interview is <b>extensive</b> , with <b>detailed</b> consideration of research undertaken and potential questions and tasks. <b>Appropriate</b> questions to ask at the interview are planned.

MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
Personal career plan is <b>superficial</b> , with <b>limited</b> use of SMART targets and <b>few</b> references to achievement, skills gaps and training requirements.	Personal career plan is <b>detailed</b> , with <b>appropriate</b> use of SMART targets and references to achievement, skills gaps and training requirements.	Personal career plan is <b>comprehensive</b> , with <b>appropriate</b> use of SMART targets and <b>frequent</b> and <b>relevant</b> references to achievement, skills gaps and training requirements.
LO4: Understand the impacts which the sports industry has in the UK		
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
<p><b>Outlines a limited range</b> of economic, social and health impacts the sports industry has on the UK supported by <b>basic</b> examples.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p><b>Describes a range</b> of economic, social and health impacts the sports industry has on the UK supported by <b>relevant</b> examples.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p><b>Explains in detail a wide range</b> of economic, social and health impacts the sports industry has on the UK supported by <b>clear</b> and <b>insightful</b> examples.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

<p>LO1: Know the areas of employment within the sports industry</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2, LO3, LO4</u> Areas of employment within the sports industry will be related to provision, participation and development within sport, as well as promotion, major events and the work of NGBs.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3, LO4</u> Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R053: <i>Sports leadership</i> – LO1, LO2, LO3, LO4</u> Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R054: <i>Sport and the media</i> – LO1</u> Media (of various types) is a significant area of the sports industry.</p>
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<p>LO2: Know the skills and knowledge required to work within the sports industry</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2, LO3, LO4</u> Areas of employment within the sports industry will be related to provision, participation and development within sport, as well as promotion, major events and the work of NGBs.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3, LO4</u> Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R053: <i>Sports leadership</i> – LO1, LO2, LO3, LO4</u> Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R054: <i>Sport and the media</i> – LO1, LO2, LO4</u> Media (of various types) is a significant area of the sports industry.</p>
<p>LO3: Be able to apply for jobs within the sports industry</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2, LO3, LO4</u> Areas of employment within the sports industry will be related to provision, participation and development within sport, as well as promotion, major events and the work of NGBs.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3, LO4</u> Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R053: <i>Sports leadership</i> – LO1, LO2, LO3, LO4</u> Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R054: <i>Sport and the media</i> – LO1, LO2, LO4</u> Media (of various types) is a significant area of the sports industry.</p>

LO4:  
Understand the impacts  
which the sports industry  
has in the UK

Unit R051: *Contemporary issues in sport* – LO1, LO2, LO3, LO4

Areas of employment within the sports industry will be related to provision, participation and development within sport, as well as promotion, major events and the work of NGBs.

Unit R052: *Developing sports skills* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.

Unit R053: *Sports leadership* – LO1, LO2, LO3, LO4

Many roles within the industry relate to practical skills and performance in or delivery of sports activities/coaching/training.

Unit R054: *Sport and the media* – LO1, LO2, LO4

Media (of various types) is a significant area of the sports industry.

### Assessment guidance

For LO1 and LO2, it is important that learners show their own understanding and interpretation of the information gathered about the sports industry and do not just rely on relaying information found from other sources.

For LO3, learners should aim to show their ability to draw together information from different areas and then use it to focus on an area of potential interest and prepare in a way which reflects the needs of the area identified. Role-play interview situations **could** be used in delivery to provide a more authentic experience and conclude the CV writing and interview preparation work.

For LO5, learners must use the knowledge gained of the sports industry in the UK to discuss its importance and value in economic, social and health terms, showing how it is important and using examples to demonstrate this.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO3 – Information about sources used to research jobs; CV; career plan</i>	<ul style="list-style-type: none"> <li>• Scrapbook of newspaper/magazine/web articles, electronic files (written/audio/filmed footage), web-pages or links</li> <li>• CV and career plan documents must be included in evidence for this LO</li> </ul>

## Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

- Each band descriptor covers all the relevant content for the Learning Outcomes.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- An answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement, the lowest mark should be awarded.

When learners are taking an assessment task, or series of tasks, for this unit they will be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the mandatory units R051 and R052.

For a description of the key words in the marking criteria please see the *Marking criteria glossary of terms* in Appendix E.

## Marking criteria grid

LO1: Know about different types of outdoor activities and their provision		
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
<p>Definition of outdoor activities is <b>limited</b>.</p> <p><b>Some</b> different outdoor activities are <b>briefly</b> described with a <b>few</b> examples given.</p> <p><b>Outlines</b> the provision of outdoor activities in the UK using <b>few</b> examples.</p>	<p>Definition of outdoor activities is <b>accurate</b> with <b>some detail</b>.</p> <p>A <b>range</b> of outdoor activities are described in <b>detail</b> with <b>mostly relevant</b> examples given <b>for each</b>.</p> <p><b>Describes</b> the provision of outdoor activities in the UK using a <b>range</b> of examples.</p>	<p>Definition of outdoor activities is <b>accurate</b> and <b>detailed</b>.</p> <p>A <b>wide range</b> of outdoor activities are described in <b>detail</b> with <b>clear</b> and <b>relevant</b> examples given <b>for each</b>.</p> <p><b>Comprehensively describes</b> the provision of outdoor activities in the UK using a <b>wide range</b> of examples.</p>
LO2: Understand the value of participating in outdoor activities		
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
<p><b>Outlines</b> a <b>few</b> of the general benefits of participating in outdoor activities.</p> <p><b>Identifies some</b> of the skills which can be developed by participating in outdoor activities. <b>Outlines</b> how a <b>few</b> of these skills are developed, providing <b>limited</b> reasons as to why they are of value to the individual.</p>	<p><b>Describes some</b> of the general benefits of participating in outdoor activities in <b>some detail</b>.</p> <p><b>Describes most</b> of the skills which can be developed by participating in outdoor activities and how they are developed, providing a <b>range</b> of reasons as to why they are of value to the individual.</p>	<p><b>Describes most</b> of the general benefits of participating in outdoor activities in <b>detail</b>.</p> <p><b>Explains most</b> of the skills which can be developed by participating in outdoor activities and how they are developed, providing a <b>wide range</b> of reasons as to why they are of value to the individual.</p>
LO3: Be able to plan an outdoor activity		
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
<p>Produces a <b>basic</b> plan which considers <b>limited</b> requirements for an effective and safe outdoor activity session with <b>some</b> prompting from the teacher.</p> <p>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an <b>appropriate</b> and <b>detailed</b> plan which considers <b>many</b> of the requirements for an effective and safe outdoor activity session with <b>little</b> prompting from the teacher.</p> <p>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.</p>	<p>Produces an <b>appropriate</b> and <b>comprehensive</b> plan which covers <b>most</b> of the requirements for an effective and safe outdoor activity session <b>independently</b>.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.</p>

MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
Shows a <b>limited awareness</b> of safety considerations and emergency procedures related to the activity and equipment to be used. Gives <b>little</b> consideration to the environment the activity will take place in and the personnel used.	Shows <b>some understanding</b> of safety considerations, and emergency procedures related to the activity and equipment to be used. Gives <b>some</b> consideration to the environment the activity will take place in and the personnel used.	Shows <b>well developed understanding</b> of safety considerations, and emergency procedures related to the activity and the equipment to be used. Gives <b>clear and appropriate</b> consideration to the environment the activity will take place in and the personnel used.
LO4: Be able to demonstrate knowledge and skills during outdoor activities		
MB1: 1 – 4 marks	MB2: 5 – 8 marks	MB3: 9 – 12 marks
Demonstrates a <b>limited</b> range of relevant skills and knowledge during outdoor activities.	Demonstrates a <b>range</b> of relevant skills and knowledge during outdoor activities.	<b>Confidently</b> demonstrates a <b>wide range of well developed</b> , relevant skills and knowledge during outdoor activities.
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
Cares for and uses equipment in a <b>limited</b> manner and needs <b>some prompting</b> from the activity leader to follow safe practice.	Cares for and uses equipment in a <b>competent</b> manner and needs <b>little prompting</b> from the activity leader to follow safe practice.	Cares for and uses equipment in an <b>effective</b> manner and follows safe practice <b>independently</b> .

## Guidance on synoptic assessment

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific Learning Outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from other units within the specification and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links identified below are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

<p>LO1: Know about different types of outdoor activities and their provision</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1</u></p> <p>This could be related to provision, participation and development within sport, as well as the work of specific NGBs/similar bodies in Outdoor education.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO1, LO2, LO3, LO4</u></p> <p>Outdoor activities are a key part of the sport and leisure industry and therefore could be relevant to the study of all aspects of unit R055.</p>
<p>LO2: Understand the value of participating in outdoor activities</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2, LO4</u></p> <p>This is directly relevant to the promotion of values in sport studied in LO2 of unit R051. Promotion of these activities, in general terms and specifically through NGB or similar organisations, would focus on these benefits amongst others.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3, LO4</u></p> <p>Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R053: <i>Sports leadership</i> – LO1, LO2, LO3, LO4</u></p> <p>Many of the skills which can be developed through participation in outdoor activities can also be enhanced through participation/performance in or delivery of sports activities/coaching/training.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO2, LO3, LO4</u></p> <p>Many of the skills which can be developed through participation in outdoor activities would be of value to someone looking to work in the industry. They also are part of the appeal of this particular sector as an industry in terms of attracting business, e.g. being used for corporate away days, team-building activities etc.</p>

<p>LO3: Be able to plan an outdoor activity</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2</u></p> <p>Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader’s considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3, LO4</u></p> <p>Learners should draw upon the knowledge and practical experience gained in unit R052 when planning their sports activity sessions to assist in meeting some of the requirements of this LO and LO4.</p> <p><u>Unit R053: <i>Sports leadership</i> – LO1, LO2, LO3, LO4</u></p> <p>Many of the skills developed in unit R053 are relevant to the planning and participation in outdoor activities.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO1, LO2, LO3, LO4</u></p> <p>Outdoor activities are a key part of the sport and leisure industry and therefore could be relevant to the study of all aspects of unit R055.</p>
<p>LO4: Be able to demonstrate knowledge and skills during outdoor activities</p>	<p><u>Unit R051: <i>Contemporary issues in sport</i> – LO1, LO2</u></p> <p>Session planning needs to be inclusive and provide accessibility for a range of different participants, so potential barriers (and solutions) would form part of the sports leader’s considerations when planning, delivering and evaluating an activity session, in order to ensure that it is fit for purpose and caters well for its participants.</p> <p><u>Unit R052: <i>Developing sports skills</i> – LO1, LO2, LO3, LO4</u></p> <p>Learners should draw upon the knowledge and practical experience gained in unit R052 when planning their sports activity sessions to assist in meeting some of the requirements of this LO and LO3.</p> <p><u>Unit R053: <i>Sports leadership</i> – LO1, LO2, LO3, LO4</u></p> <p>Many of the skills developed in unit R053 are relevant to the planning and participation in outdoor activities.</p> <p><u>Unit R055: <i>Working in the sports industry</i> – LO1, LO2, LO3, LO4</u></p> <p>Outdoor activities are a key part of the sport and leisure industry and therefore could be relevant to the study of all aspects of unit R055.</p>

### Assessment guidance

For LO3, the plan will not be carried out; however the process of planning as if it were to be put into practice provides learners with the best insight into the key considerations required. Teacher advice/prompting is allowed if a plan is considered unsafe, unmanageable etc. Learners must be advised to produce as much detail in the plan as possible, but focus on the quality of detail and not quantity. When identifying hazards they must also consider how to deal with the hazards should they occur.

For LO4, learners must be assessed on the demonstration of their knowledge and skills and not on the quality of performance in the activities. Although in most instances the two will go hand in hand it is not always the case and the assessor must ensure they are marking closely to the marking criteria. Learners should be assessed in a minimum of 2 outdoor activities for LO4.

What do learners need to produce? (evidence)	Examples of format of evidence (this list is not exhaustive)
<i>LO3 – Plan an outdoor activity</i>	<ul style="list-style-type: none"> <li>• Research into the activity and venue(s), a session plan for the activity, health and safety considerations, details of emergency procedures, contingency plans etc.</li> <li>• For emergency procedures, contingency plans, teacher could provide scenarios if not present in actual activity plan/delivery</li> </ul>
<i>LO4 – Demonstrate skills in an outdoor activity</i>	<ul style="list-style-type: none"> <li>• Witness statements, filmed evidence, feedback forms from participants</li> </ul>

## Appendix D: Guidance for the production of electronic internal assessment

### Structure for evidence

The centre assessed units are comprised of Units R042–R046 and R052–R056. For each learner, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An internal assessment portfolio is a collection of folders and files containing the learner's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the learner's centre number, OCR candidate number, surname and forename, together with the unit code (R042, R052 etc), so that the portfolio is clearly identified as the work of one learner.

Each learner's internal assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment and summary forms.

### Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save learners' work using an appropriate file format.

Learners must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Centre assessed tasks are designed to give learners an opportunity to demonstrate what they know, understand and can do using current technology. Learners do not gain marks for using more sophisticated formats or for using a range of formats. A learner who chooses to use only digital photographs (as required by the specification) and Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed overleaf. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each learner.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

### Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

Accurately	Acting or performing within care and precision; within acceptable limits from a standard
Advanced	Being at a high level; progressive
Appropriate	Relevant to the purpose/task
All	All relevant as described in the unit content for a specified area
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included
Brief	Accurate and to the point but lacking detail/contextualisation/examples
Clear	Focussed and accurately expressed, without ambiguity
Comment	Present an informed opinion
Communicate	Make known, transfer information
Competent	Does something well; applies skill and knowledge
Complex	Consists of several interwoven parts, all of which relate together
Compositional ideas	The development of a sequence in a performance (e.g. gymnastics routine); the choreography of a dance
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth
Confident	Exhibiting certainty; having command over one's information/argument etc
Consider	Review and respond to given information
Considered	Reached after or carried out with careful thought
Create	To originate (e.g. to produce a solution to a problem)
Critical	Incisive – exposing/recognising flaws
Describe	Set out characteristics
Design	Work out creatively/systematically
Detail	To describe something item by item, giving all the facts
Detailed	Point-by-point consideration of e.g. analysis, argument
Developed	To elaborate or expand in detail
Discuss	Present, explain and evaluate salient points e.g. for/against an argument
Effective	Applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result
Efficient	Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill and effort
<p><i>Note on effective versus efficient: both express approval of the way in which someone or something works but their meanings are different. <b>Effective</b> describes something which successfully produces an intended result, without reference to morality, economy or effort, or efficient use of resources. <b>Efficient</b> applies to someone or something able to produce results with the minimum expense or effort, as a result of good organisation or good design and making the best use of available resources</i></p>	
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience
Explain	Set out the purposes or reasons
Extensive	Far-reaching, comprehensive; thorough
Few	A small number or amount, not many but more than one
Fully	Completely; containing all required information
Hesitant	Slow; uncertain; reluctant

<b>High</b>	Advanced in complexity or development
<b>Independent</b>	Not relying on others for support or guidance
<b>Insightful</b>	Characterised by displaying insight; perceptive
<b>Justified</b>	Reasoning explained in full; well-grounded
<b>Limited</b>	The work produced is small in range or scope and includes only a part of the information required; it evidences partial, rather than full, understanding
<b>List</b>	Document a series of outcomes or events or information
<b>Little</b>	A very small amount of evidence, or low number of examples, compared to what was expected, is included in the work
<b>Many</b>	A large number of ( <i>less than 'most' see below</i> )
<b>Minimal</b>	Relating to or being a minimum/least possible
<b>Most</b>	Greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included
<b>Occasionally</b>	Occurring, appearing or done infrequently and irregularly
<b>Outline</b>	Set out main characteristics
<b>Plan</b>	Consider, set out and communicate what is to be done
<b>Precise</b>	Exact in every detail, strict in observing rules or regulations
<b>Present</b>	<ol style="list-style-type: none"> <li>1. Produce an exposition/resumé for an audience (e.g. at the conclusion of the project to demonstrate what has been done and the outcome)</li> <li>2. Set out (project) aims, content, outcomes and conclusions clearly/logically for the use/benefit of others</li> </ol>
<b>Range</b>	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact
<b>Reasoned</b>	Justified, to understand and to make judgements based on practical facts
<b>Relevant</b>	Correctly focused on the activity
<b>Simple</b>	The work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the learner
<b>Skill</b>	An individual ability that requires training to improve and perfect
<b>Some</b>	About 50% of the content which would have been expected is included
<b>Strategy</b>	An overall plan, method or set of tactics to obtain a specific result; a broad approach to a task
<b>Suggestion</b>	Putting forward an idea without any solid reasoning; giving a hint of something
<b>Summary</b>	Covering the main points succinctly
<b>Superficial</b>	Work completed lacks depth and detail
<b>Support</b>	Teacher gives training, instruction, guidance and advice as appropriate and monitors activities to assist learners in tackling/completing their projects, ensuring authenticity and a fair and accurate assessment
<b>Tactic</b>	A short term plan to obtain a specific result, feeding into an overall strategy; a specific approach to a task
<b>Technique</b>	A method used for a specific task, a way of performing a skill
<b>Thorough</b>	Extremely attentive to accuracy and detail
<b>Wide</b>	The learner has included many relevant details, examples or contexts thus avoiding a narrow or superficial approach, broad approach taken to scope/scale; comprehensive list of examples given







## Your checklist

Our aim is to provide you with all the information and support you need to deliver our specifications.

- ✓ Bookmark [www.ocr.org.uk/cambridgenationals](http://www.ocr.org.uk/cambridgenationals)
- ✓ Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/cambridgenationals](http://www.ocr.org.uk/cambridgenationals)
- ✓ Join our social network community for teachers at [www.social.ocr.org.uk](http://www.social.ocr.org.uk)

## Need more help?

Here's how to contact us for specialist advice:

Phone: 02476 851509

Email: [cambridgenationals@ocr.org.uk](mailto:cambridgenationals@ocr.org.uk)

Online: <http://answers.ocr.org.uk>

Fax: 01223 552627

Post: Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ

## What to do next

- 1) Sign up to teach – let us know you will be teaching this specification to ensure you receive the support you need. Simply visit [www.ocr.org.uk/cambridgenationals](http://www.ocr.org.uk/cambridgenationals) for more information.
- 2) Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit <http://www.ocr.org.uk/i-want-to/become-an-approved-centre/> to become an approved OCR centre.



For more information visit  
**[ocr.org.uk/cambridgenationals](http://ocr.org.uk/cambridgenationals)**  
or call our Customer Contact Centre on  
**01223 553998**

Alternatively, you can email us on  
**[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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