

Your guide to the changes for 2021

Following [Ofqual's consultation](#) on arrangements for the assessment of VTQs in 2020/21, we've reviewed units in our Cambridge Nationals and Cambridge Technicals being taken this academic year to provide specific guidance at qualification and unit level on changes to requirements or alternative approaches to support public health guidance.

Our changes are designed to make units to be taken in 2020/21 possible to complete, given the constraints you are all working with, and to make sure that the learning outcomes and assessment criteria can still be met.

We understand that the current disruption continues to change and also varies across regions, so our guidance gives acceptable alternatives you can consider when delivering units in your school /college while following the public health guidance.

Please use the [specification and assignments](#) available on our website, alongside this document, to plan and carry out assessment in 2020-21.

Overview of changes for R052

Unit number	Unit title	Mandatory (M)/ Optional (O)
R052	Developing sports skills	M

Which element(s) of the unit are affected?

LO1: Individual sports. Candidates must participate in competitive situations in one individual sport. The government has eased restrictions for playing sport within an educational setting so that most sports can return to normal within school. But it is possible that candidates may not be able to take part fully in some sports listed on the [approved activity list](#), such as boxing. This may put some candidates at a disadvantage as they can't be assessed in their strongest sports. If centres have restrictions on group sizes (bubbles) and the use of sports facilities and equipment, this will also have an impact.

LO2: Team sports. Candidates must participate in competitive situations in one team sport. The government has eased restrictions for playing sport within an educational setting so that most sports can return to normal within school. But it is possible that candidates may not be able to take part fully in some sports listed on the [approved activity list](#), such as rugby. This may put some candidates at a disadvantage as they can't be assessed in their strongest sports. If centres have restrictions on group sizes (bubbles) and the use of sports facilities and equipment, this will also have an impact.

LO3: Candidates are assessed officiating a competitive situation.

Government guidance may restrict the opportunities for candidates to officiate.

LO4: Candidates may not be able to effectively analyse their own performance in a full version of their chosen sport and produce a development plan.

What adaptations are possible for this unit?

LO1: Allow candidates to be assessed in school based competitive situations set up by their teachers and in performing skills in isolation

LO2: Allow candidates to be assessed in small sided games and in performing skills in isolation.

LO3: Allow candidates to be assessed via a Q and A session where scenarios are provided and candidates are asked to explain the decisions that they would make.

LO4: Interpretation of a set of results/data provided by the centre

For LO1, LO2 and LO3, centres can base their assessment on filmed evidence of candidates performing or officiating outside of school at clubs/teams if:

- they are participating in sports that the centre cannot offer **and**
- base their mark on this evidence, if the footage shows candidates meeting the marking criteria.

Centres must stay up to date on which sports have been given government and NGB clearance for different levels of participation.

What has changed?

What has changed	Detail
<p>Tasks</p>	<p>LO1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <ul style="list-style-type: none"> • Relax the requirement for the assessment to be conducted in full competitive environments. Allow centres to assess candidates in school based competitive situations set up by their teachers and in performing skills in isolation, for example, situations that show decision making and tactics and/or compositional ideas. • We have produced a blog https://www.ocr.org.uk/blog/the-aftermath-of-coronavirus-and-its-impact-on-physical-education-and-sport/ which includes links to the latest NGB guidance for a range of sports on the approved list. <p>LO2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity</p> <ul style="list-style-type: none"> • Relax the requirement for the assessment to be conducted in full competitive environments. Allow centres to assess candidates in small sided games where teamwork and awareness can be shown. Allow centres to assess candidates performing skills in isolation, for example in drills or practices that show decision making. • We have produced a blog which includes links to the latest NGB guidance for a range of sports on the approved list.

What has changed	Detail
Tasks	<p>LO3: Be able to officiate in a sporting activity</p> <ul style="list-style-type: none"> If candidates are not able to officiate a live match or competition they could be assessed through a Q+A session. Centres could provide scenarios and ask candidates to explain the officiating decisions they would make and how they would communicate them. Candidates could also complete a Q&A with their teacher on the rules and regulations of a specific sport from the approved activities list. <p>Further guidance for Q&A sessions for R052 LO3</p> <ul style="list-style-type: none"> Candidates should not all be asked the same set of questions. The centre should ensure several sets of questions are used. In Q&A sessions the questions asked should not be too specific and of the same type – some more open questions which require the candidate to give the information – e.g. explain a rule – rather than just ask them to respond to a situation as described will aid differentiation with your students. Please go back to the requirements of LO3 (below) and look at the things which should be covered. Candidates should be showing awareness of these in their responses – so, within this LO for officiating, ask them about their positioning, how they signal/communicate, game management etc.... Rules are only one aspect here. There should be variety and all the LO points below should be covered, and individual candidate responses must be accurately recorded for marking/moderating (audio would be great if you can, although written is acceptable). It has to be remembered that you must follow the guidance in the specification. LO3 states candidates should officiate in a sporting activity. A single five minute conversation will not replace that experience. The intention here is to make it possible to complete an assessment if you cannot set up a sport session for them to officiate. You do still need to ensure that you spend time ensuring that your questioning is sufficient to cover the LO and warrant the marks awarded. <p>Learning Outcome 3: Be able to officiate in a sporting activity</p> <p>Learners must be taught:</p> <ul style="list-style-type: none"> 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)

What has changed	Detail
Tasks	<p>LO4: Be able to apply practice methods to support improvement in a sporting activity</p> <ul style="list-style-type: none"> Centres could give candidates a range of data about a performer. This could include relevant and less relevant data so that they can show their ability, for example, to pick out a performer's key skills. The centre should provide several data sets to make sure that candidates are not all interpreting the same data. <p>Additional guidance</p> <p>LO1, LO2 and LO3: Centres can base their mark on filmed evidence of candidates performing or officiating at clubs/teams outside school if:</p> <ul style="list-style-type: none"> they are taking part in sports that the centre cannot offer and the filmed footage shows candidates meeting the marking criteria. <p>To aid moderation, centres must make sure they provide the following in the sample documents:</p> <ul style="list-style-type: none"> clear details of how any tasks (or elements of tasks) have been adapted identification of which parts of the assessment any adaptation relates to.
Centre guidance/assessment guidance	There are no changes to how the marking criteria should be applied.
Considerations for moderation	Moderators will be aware of adaptations allowed.

Overview of changes for R053

Unit number	Unit title	Mandatory (M)/ Optional (O)
R053	Sports leadership	O

Which element(s) of the unit are affected?

LO2: Candidates must plan a session showing an understanding of safety considerations.

LO3: Candidates must lead a practical sport session for a group of participants. Centres often get candidates to lead sessions with a younger year group, as they find this preferable to leading their own peers. This is unlikely to be an option, as candidates have to stay in their own teaching bubbles. There may also be issues with the use/sharing of equipment and cleaning requirements.

What adaptations are possible for this unit?

LO2: Candidates will need to include extra safety measures.

LO3: Candidates can lead smaller groups, which can be their peers.

What has changed?

What has changed	Detail
Tasks	<p>LO2: Be able to plan a sports activity session</p> <ul style="list-style-type: none"> Candidates will need to include safety measures that follow government guidelines, including extra guidance on sanitising equipment from relevant government websites. Choice of activities will be important. The planning may need to consider the need to minimise the equipment used and for activities to take place outside instead of inside. <p>LO3: Be able to deliver a sports activity session</p> <ul style="list-style-type: none"> Candidates can lead sessions for smaller groups than they may have historically done. Choice of activities will be important. Equipment restrictions, facilities and numbers taking part can be taken into account in planning and delivery. <p>To aid moderation, centres must make sure they provide the following in the sample documents:</p> <ul style="list-style-type: none"> Clear details of any adaptations to tasks (or elements of tasks). Identification of which parts of the assessment any adaptation relates to. Centres should encourage candidates to show how the current circumstances have affected their planning and delivery in the work they produce for this unit.
Centre guidance/assessment guidance	There are no changes to how the marking criteria should be applied.
Considerations for moderation	Moderators will be aware of adaptations allowed.

Overview of changes for R056

Unit number	Unit title	Mandatory (M)/ Optional (O)
R056	Developing knowledge and skills in outdoor activities	O

Which element(s) of the unit are affected?

LO4: Candidates are required to participate in two outdoor activities.

Candidates may not be able to access some of the activities detailed on the [approved activity list](#) in their full form, for example rock climbing.

Many centres will not be allowing off site visits. Together with the possible closure of outdoor adventure activity centres, this means that candidates may not be able to access suitable facilities. Restrictions on group sizes (bubbles) and the use of appropriate facilities and equipment may also affect this unit.

What adaptations are possible for this unit?

LO4: Allow candidates to be assessed in performing skills in isolation, in smaller group sizes and using filmed evidence. Suggest looking at alternative activities on the list that can be performed on the school premises.

What has changed?

What has changed	Detail
Tasks	<p>LO4: Be able to demonstrate knowledge and skills during outdoor activities</p> <ul style="list-style-type: none"> Relaxing the requirement for the assessment to be conducted in its usual outdoor environment. For example, allow indoor climbing, snow sports on artificial slopes. Centres should look at activities they can provide on-site, such as orienteering and cycling. Centres can assess candidates in small groups and performing skills in isolation, such as setting up a tent for wild camping. If candidates are able to provide filmed evidence of activities they have done outside curriculum time, centres may use this. <p>To aid moderation, centres must make sure they provide the following in the sample documents:</p> <ul style="list-style-type: none"> Clear details of how any tasks (or elements of tasks) have been adapted. Identification of which parts of the assessment any adaptation relates to.
Centre guidance/assessment guidance	There are no changes to how the marking criteria should be applied.
Considerations for moderation	Moderators will be aware of adaptations allowed.

Support

OCR's team of expert Subject Advisors has created videos, webinars, and other resources to guide you through these changes and help you prepare your students for their exams in summer 2021.

These resources can be found on [the qualification page on our website](#).

Contact us

If you would like to contact us, you can do so at:

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