



## **Chief Examiner's Report**

### **Summer 2017 Series**

#### **Qualifications covered in this report:**

**SP3D17 – Level 3 Introductory Diploma in Sports Studies**

**SP3D18 – Level 3 Subsidiary Diploma in Sports Studies**

**SP3D19 – Level 3 Diploma in Sports Studies**

**SP3D20 – Level 3 Extended Diploma in Sports Studies**

#### **Introduction**

This report has been prepared by the Chief Examiner. Centres are advised to use the report to support teaching and assessment. We advise that centres use this document when preparing learners for assessments.

#### **USP70 Anatomy and Physiology for Sport**

Learners demonstrated a good understanding of questions with particular reference to the musculoskeletal system. Learners were generally less consistent when answering questions on the circulatory system and energy systems; this was particularly evident for the extended response questions.

Centres need to strengthen the learner's understanding of the components of skeletal muscle involved in the contractile process. Learners should also develop their understanding of the cross bridge formation in muscle contraction with reference to the role of calcium within that process.

Centres could strengthen the learner's understanding of the process of gas exchange at the lungs, paying particular attention to the process of diffusion and the exchange of gasses at the alveoli.

## **USP78 Lifestyle Factors**

Learners demonstrated a good general knowledge of the effects of activity and inactivity on health. Learners were less consistent when answering questions on nutrition. Centres should look to strengthen the learner's knowledge of government guidelines for nutrition such as the Eatwell Guide and the practical implications of the guidelines.

Centres need to strengthen the learner's understanding of the behaviour change models presented in the specification and their practical utility to facilitate either exercise adherence or changing physical activity behaviours.

Learners were able to identify harmful drinking behaviours but centres should look to develop the learner's knowledge of the effects of such drinking on a number of medical conditions.

## **USP80 Nutrition for Sport**

Learners demonstrated a good understanding of the general functions of macro and micro nutrients. However the learners could develop their application of this to include the relative importance of micro nutrients during physical activity.

Centres need to strengthen the learner's understanding of various methods of assessing body fat and the difference between body composition assessments and anthropometric assessment. Centres could also strengthen the learner's understanding of the methods used for measuring fluid loss.

Overall learners demonstrated a good understanding of the different types of energy drinks but need to develop their knowledge of the components of each, and their potential use in different sports and durations of exercise.

Learners demonstrated a good understanding of components of energy expenditure but were generally unable to describe those components with appropriate detail or provide examples of how to manipulate those components to facilitate energy balance.

## **USP84 Physiology of Fitness**

Learners demonstrated a good understanding of the short and long term adaptations to exercise, however, centres could develop the learner's understanding of the causes of these changes and the physiological principles that contribute to them. This was particularly evident in the fact that learners could identify the effect of exercise on blood pressure but were generally unable to identify the causes of this increase.

Centres need to strengthen the learner's knowledge of fibre type recruitment relative to type and intensity of contraction.

Centres need to strengthen the learner's knowledge of the physiological changes that contribute to improved oxygen uptake and utilisation at muscle tissue.

Centres need to strengthen the learner's knowledge of the fuel sources for the main energy systems and the by-products associated with them.

Centres need to strengthen the learner's knowledge of how percentages of heart rate are worked out and used to prescribe exercise intensity as exemplified through heart rate training zones.

### **USP86 Risk Assessment in Sport**

Learners demonstrated a good understanding of the stages of risk assessment, the use of personal protective clothing within a sports environment, and the application of risk control measures when organising a physical activity session.

Centres need to strengthen the learner's knowledge of the difference between statutory law and common law.

Centres need to strengthen the learner's ability to explain regulations in full, such as manual handling.

Centres need to strengthen the learner's knowledge of the objectives of the health and safety act and the role of the health and safety executive.

Learners were clearly able to identify both generic and risk assessments, but centres should develop the learner's ability to compare and contrast the two types of assessments.

Centres need to strengthen the learner's knowledge of the stages of controlling substances hazardous to health.

### **USP87 Sport in Society**

Learners demonstrated a good understanding of a variety of the contemporary issues influenced by and influencing sport in society. Learners also demonstrated a good understanding of the characteristics of pre-industrial sport.

Centres need to strengthen the learner's knowledge of some of the social features that contributed to post-industrial sports, and the terminology associated with these changes such as 'codification' and 'rational recreation'.

Centres need to strengthen the learner's knowledge of the impact of social attitudes towards participation in sports, particularly for women and ethnic minorities.

Learners demonstrated a good understanding of both the positive and negative effects of technological advancements on sport.

### **USP89 Sport Psychology**

Learners demonstrated a good understanding of the personality traits and various types of motivational strategies in sport. Learners also demonstrated a good understanding of the causes of stress.

Centres need to strengthen the learner's knowledge of Marten's Schematic view and the term 'social loafing' as applied within sport psychology.

Centres need to strengthen the learner's knowledge of the stages of performance profiling.

While learners were able to identify the stages of team cohesion, centres need to strengthen the learner's ability to provide an in-depth explanation of these stages.