



VTCT

Chief Examiner 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

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ASSESSMENT
GROUP



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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 the structure of the musculoskeletal system. However, centres should strengthen the learner's understanding of muscle actions at joints and the type of action taking place at the joint. This development point could also be extended to the role of muscles during functional activities such as a press up or squat.

Further support is required for a minority of learners who were not able to distinguish between cardiovascular and respiratory functions. Centres should develop learner's knowledge and understanding of the cardiovascular and respiratory systems, and the effects of exercise and training on those systems.

Learners demonstrated a sound understanding of joint classifications. Centres could strengthen the learner's understanding of the characteristics of each joint classification in order to be able to contrast their structure and functions.

USP71 Business in Sport

Learners demonstrated a good understanding of a range of topics throughout this examination, however centres should develop the learner's understanding of the main areas of legislation that affect sports businesses.

Centres should develop the learner's knowledge and understanding of net profits and their importance to sports businesses.

Further support is required to develop the learner's knowledge and understanding of market research and how this can benefit a sports business. Centres should also develop the learner's knowledge of the stages of a promotional plan and the importance of each stage.

USP78 Lifestyle Factors

Learners demonstrated a good understanding of a range of topics throughout this examination, including the effects of activity and inactivity on health.

Learners also showed a good understanding of the effects of smoking and alcohol consumption on health. However, centres should develop the learner's knowledge of the effects of stress on health and the methods available to reduce stress.

The majority of learners could not distinguish between the respiratory and circulatory functions. Centres should develop the learner's knowledge of the respiratory, circulatory and cardiovascular functions to ensure that they can differentiate the various adaptations to exercise and or lifestyle factors that impact upon them.

While learners showed a good understanding of basic nutrition for health, centres should develop learner's knowledge of the Eatwell Guide and how this guide can be implemented to improve health.

Centres should also strengthen the learner's understanding of the relevant physical activity guidelines for moderate and vigorous activity using the FITT principles.

USP80 Nutrition for Sport

Learners demonstrated a good understanding of micronutrients and macronutrients and their utility.

Centres need to strengthen the learner's understanding of the calorific value of each carbohydrates, fats and proteins as an energy source. Learners should develop their understanding of the digestion process, and in particular the chemical processes involved in the digestion of fats, proteins and carbohydrates at the various stages of the digestion and absorption of foods.

Centres need to strengthen the learner's understanding of hydration, hyper-hydration and the recommendations for fluid intake at pre, post and during sport and physical activity.

Centres are also advised to strengthen the learner's understanding of sports drinks, their composition and the relevant use of these for activities of different intensities and duration.

Learners demonstrated a good understanding of the components of carbohydrates and their importance for endurance events. However, the majority of learners were unable to describe the principles of carbohydrate loading.

USP84 Physiology of Fitness

Learners demonstrated a sound understanding of the energy sources for various types of activity. Further support is required to improve their understanding of each energy system and their relative contribution to energy production.

Centres should develop the learner's understanding of blood pressure and the components of blood pressure. Centres could also develop learner's understanding of the difference between myoglobin and haemoglobin.

Further support is needed to develop learner's understanding of the physiological responses to long term training that contribute to the improvement of VO₂ max.

Centres should develop the learner's understanding of the reliability and validity principles associated with fitness testing.

USP86 Risk Assessment in Sport

Learners demonstrated a good understanding of the basic principles of health and safety, risk assessment and a number of control measures typical to the sporting environment. Learners also demonstrated a good understanding of duty of care.

Centres need to strengthen the learner's knowledge of the purpose of a risk assessment and the purpose of each stage of a risk assessment.

Centres should develop the learner's understanding of the principles of COSHH, the stages associated with COSHH.

USP87 Sport in Society

Learners showed a good overall understanding of the topics within the Sport in society unit.

Centres should develop the learner's understanding of societal attitudes towards women's participation in sport, and how this has influenced participation in sport.

Centres should develop the learner's understanding of the aspects of working class life, both pre and post industrial revolution, which influenced leisure time activities.

USP89 Sport Psychology

Learners demonstrated a good understanding of the theories of arousal and personality. Centres should develop the learner's knowledge of attribution theory, and the advantages and disadvantages of the different levels of motivation.

Centres should develop the learner's knowledge of stress and the difference between internal and external causes of stress.

Centres should strengthen the learner's knowledge of performance profiling, this should include the various stages of performance profiling and a description of each stage.

Learners demonstrated a good understanding on the individual zones of optimal function theory, however they should improve on their ability to compare and contrast optimal function theory with other relevant theories.

Centres should develop the learner's knowledge of behavioural theories that apply to leadership.

Academic Recommendations

Centres need to prepare learners for external examinations, building their individual knowledge and understanding of the command verbs that are being asked within the question stems.

Evidence suggests that further support is required for some learners to fully understand the importance of the vignette and the question stem when responding to questions.