



## **Cambridge Technicals in Sport and Physical Activity**

Level 2 Cambridge Technicals Certificate in Sport and Physical Activity  
**05885**

Level 2 Cambridge Technicals Diploma in Sport and Physical Activity **05886**

## **OCR Report to Centres - January 2018**

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

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

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

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# Unit 1 Physical activity, health and wellbeing

## General Comments

Learners taking the unit 1 test in January 2018 performed reasonably considering that it was the first examination series for the qualification, and given the breadth of knowledge to be covered in one term of teaching. A significant number of learners took both Unit 1 and Unit 2 and the evidence seen suggests that this was possibly too much to cover in the required detail in one term.

### Learning Outcome 1: questions 1-16

Performance was good on this Learning Outcome (LO), which covers core anatomy and physiology of the musculo-skeletal system. Given its nature and weighting within the unit, it seems reasonable to assume that this was covered heavily and given a lot of focus in many centres, and that seemed to be the case looking at learner performance, with the majority scoring 10 or more.

### Learning Outcome 2: questions 17-28

LO2 covers the cardio-vascular and respiratory systems; scores were significantly lower on this compared to LO1, with many scoring less than half marks (6) and a few tests with a score of zero. This may be due to the technical nature of some of the content and terminology, where it is easy to confuse different component names and functions, and learners may begin the course with less factual knowledge than would be the case with bones and muscle groups.

### Learning Outcome 3: questions 29-34

LO3 relates to health measurements such as BMI, blood pressure, body fat, and learners need to know normative data and standard values and classifications for some of those in order to answer the questions.

Scores on this LO were reasonable, with just under half marks the average, and a good number scoring 4 or more.

### Learning Outcome 3: questions 35-40

LO4 is about trends in participation but unlike LO3 learners do not need to know/recall statistics themselves as they can vary significantly between sources and over time, so information is provided in the test and they need to respond to questions linked to this.

Performance in this LO was good, with the average being over 4 out of 6, with plenty scoring 5 and a number of tests with 6/6 scored.

## Unit 2 Physical preparation and readiness for sport and physical activity

### General Comments:

The overall quality of responses to this paper was disappointing. There was a widespread failure to recognise the significance of the command word at the heart of each question. As a result, candidates struggled with the 'describe; and 'explain' questions and did not do enough to demonstrate their understanding. Where questions carried higher maximum marks such as 4 or 6 marks, candidates often struggled to score more than half marks because they did not appreciate the extra depth of understanding they were expected to demonstrate to achieve the higher marks. Most candidates were much more successful with questions that offered just 2 marks, by asking them to state or identify.

The more successful candidates were clearly well-prepared by their centres who have been following the contents of the Unit 2 specification closely.

The quality of written communication overall was poor. Few candidates scored well for this in question 4.

### Comments on Individual Questions:

#### Question No 1:

This question was generally poorly answered. Most candidates made 1 of 2 mistakes.

- i) They merely identified the short-term health benefits rather than describing them, as required. For example, they might have stated 'Skin looks healthier' rather than demonstrating their full understanding with; 'Skin looks healthier due to increased blood flow to the surface'. Where candidates identified 4 benefits in such a way, they were awarded a sub-max of 1 out of 4 marks. Any less than 4 and they were awarded 0 marks.
- ii) They answered with regards to the short term (or even long-term) physiological effects of sport and physical activity and not the short-term health benefits. For example, many stated 'increase of synovial fluid', 'Lower resting heart rate' or similar.

#### Question No 2:

Most candidates were awarded at least 1 out of the 2 available marks by describing how blood is redirected to the working muscles. A few candidates scored a second mark by adding that blood flow is redirected away from inactive organs or muscles. Vasodilation or vasoconstriction was referred to only very rarely.

#### Question No 3:

Many candidates failed to recognise that the question demanded only reference to the short-term effects of the respiratory system, by including unnecessary information on cardio-vascular effects. Others included long term effects. Nevertheless, most candidates managed to score at least 1 or 2 marks in this question.

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**Question No 4:**

This question required extended writing with a maximum of 6 marks available. No candidate achieved maximum marks, with most achieving 2 or 3 marks. Very rarely did an answer meet the criteria for MB3. Some candidates did not confine themselves to referring to cardio respiratory benefits, making unnecessary reference to long term benefits of the muscular system by stating, for example, that muscles become stronger or more flexible. Others, did not recognise the need to 'explain'. For example, they might have simply identified 'Increased number of capillaries' without adding 'allowing more blood/oxygen to reach the working muscles', in order to demonstrate their understanding. This question also included a judgement on the quality of written communication. Overall, the quality was poor; perhaps indicating that many candidates were not aware that this was being judged.

**Question No 5:**

This question was generally answered well, with many candidates scoring maximum 2 marks. Usually for indicating that bones became stronger/bigger/denser. References to the reduction in risk of osteoporosis/disease were rarer.

**Question No 6:**

Most candidates scored at least one mark in this question.

**Question No 7a:**

Many candidates chose to state what a warm-up involves (e.g. stretching), but did not explain the purpose (beyond 'preventing injury'). For example, many referred to increasing body temperature without explaining that its purpose was to make muscles more pliable. Many candidates referred generically to preparing or getting ready for exercise without explaining how or why.

**Question No 7b:**

This question was answered well, with most candidates scoring at least 1 mark and often the maximum of two. A minority of candidates incorrectly referred to dynamic stretching in the cool-down.

**Question No 8:**

This question was answered well by many candidates. Most scored marks for improved confidence or similar, meeting new people/making friends and enjoying the sport. Most scored half marks or more but very few, if any, scored the full six marks simply by not offering six possible social benefits.

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**Question No 9:**

Again, this question was answered well by many candidates, although there was some confusion between social benefits (Q8) and social skills. Many scored points for teamwork skills, communication skills and making friends. Most scored half marks or more but very few, if any, scored the full four marks simply by not offering four social skills; for example, there was little reference to leadership skills, empathy/understanding or respecting others.

**Question No 10:**

This question was poorly answered. There was little understanding of the meaning of intrinsic causes of injuries. Many answers stated various types of injury or gave examples of extrinsic causes of injury. Few could describe what an intrinsic injury was, and even fewer did using practical examples, as required. When this was done successfully, only 1 or 2 causes/examples were given and therefore achieved less than half marks.

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