



Cambridge Technicals (2016 Suite)

Sport and Physical Activity

Level 2

05885 05886

OCR Report to Centres Summer 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

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Grade boundaries

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Unit 1 Physical activity, health and wellbeing

The unit 1 test in June 2018 performance was comparable to that seen in January 2018, in this second series of the assessment. As in January, the breadth of knowledge to be covered meant that some Learning Outcomes (LOs) seemed clearly to be better known than others. Based on statistical data for all the items in the test, LO1 was where candidates on average scored best in terms of proportion of marks gained from those available. LO3 was second highest but only just from LO4, while LO2 was the area where candidates found marks hardest to access, with the average a bit below half marks for these items (17-28).

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 candidate performance, with the average mark being 11/16 for this section, making it the best answered LO on the test.

The vast majority of candidates got the correct answer on items 5, 6, 7, 10, 12 and 13; items 3, 14 and 15 in particular proved more discriminating.

Learning Outcome 2: questions 17-28

LO2 covers the cardio-vascular and respiratory systems; scores were significantly lower on this compared to LO1, with an average of 5.25/12. 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 candidates may begin the course with less factual knowledge than would be the case with bones and muscle groups.

Learners did well on items 18, 21 and 22 but found 25 and 26 in particular very challenging.

Learning Outcome 3: questions 29-34

LO3 relates to health measurements such as BMI, blood pressure, body fat, and candidates 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 reasonably strong, and better than in January 2018, with over half marks the average (3.55 out of 6), and a good number scoring four marks or more.

Learners did well on items 29 and 31; significantly fewer scored the mark on 32 and 34.

Learning Outcome 4: questions 35-40

LO4 is about trends in participation but unlike LO3 candidates 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.

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Performance in this LO was good, although the average score of 3.47 out of 6, was lower than in January 2018 when it was over 4.

Performance was similar on most items in this LO, with a mixture of correct and incorrect responses on all of them. About two thirds of the cohort got the correct answer on items 36 and 40, while fewer than half answered item 39 correctly.

Unit 2 Physical preparation and readiness for sport and physical activity

General Comments:

The overall quality of responses to this paper was generally 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 10.

Comments on Individual Questions:

Question No 1:

This question was generally answered well, with the majority scoring at least one mark and many the maximum of two. The most common answers referred to lack of warm-up/cool-down, lactic acid build up or some form of inappropriate level of training. Few mentioned muscle fibre tears or micro tears.

Question No 2:

This question was either answered very well or very poorly. Candidates either knew SALTAPS well, or not at all. Clearly some centres had not delivered this aspect of the specification. A minority of candidates were under the misconception that the final S stood for Stand or Stand up, which is how it is referred to in some resources; however, the unit specification clearly states Strength.

Question No 3:

This mark scheme for this question allowed a broad range of possible responses and so therefore most candidates scored well. Some candidates made reference to the social benefits of physical activity (making friends etc.), but without relating to how that might, in turn, improve a person's mood.

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Question No 4a:

Although there was some confusion between anaerobic and aerobic activities, the majority of candidates were able to identify a correct example of an anaerobic activity for one mark, with 100m sprint being the most common. Most candidates scored another mark for describing a characteristic of anaerobic exercise, but did not recognise that they needed three characteristics to score full marks (4 in total). Most candidates understood that anaerobic somehow related to 'without oxygen'. However, some inaccurately stated 'without air' and so did not score a mark.

Question No 4b:

This question was answered poorly. The mark scheme quite specifically asks for 'gets thicker'. Other similar answers (bigger, stronger, enlarged etc.) did not score.

Question No 5:

This question was generally poorly answered. Most candidates made 1 of 3 mistakes.

- i) They merely identified the benefits rather than explaining their impact on long-term health, as required. For example, they might have just stated 'bones get denser' rather than developing their answer to demonstrate their full understanding with; 'Bones get denser, resulting in lower risk of breaking bones in later life'.
- ii) They answered with regards to the, physiological effects or short term fitness benefits of sport and physical activity (or even the positive impact on badminton performance) and not the long-term health benefits.
- iii) What they wrote was correct, but did not recognise that a maximum of 6 marks were available and to achieve that required 6 separate scoring points from the mark scheme.

Question No 6:

Although the question does not specifically ask candidates to describe the long-term effects of training on the respiratory system, that is clearly inferred by stating the cyclist is highly trained. Unfortunately, many did not pick up on this inference and described short-term effects such as 'faster breathing rate'. Others did not restrict themselves to effects on the respiratory system, including unnecessarily the effects on the cardiovascular system or even muscular system.

Question No 7:

Most candidates interpreted this question to mean 'What is the purpose of a cool-down' in quite general terms. However, the question asks quite specifically about the benefits of maintaining the rate of blood circulation in a cool-down. Consequently, most candidates scored less than the 3 marks available – typically for referring to removal of lactic acid.

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Question No 8:

Most candidates recognised the need to explain the reasoning behind Mohammed's doctor's advice, by developing their answers. However, despite there being a wide range of acceptable explanations included in the mark scheme, answers were limited. The most common answer was the mistaken belief that Mohammed's respiration problems would improve because he held his breath while swimming, did not need to breath, swam under water etc. The most common correct answer was the reference to swimming being less strenuous, allowing Mohammed to pace himself, begin at a low level and build up, or similar.

Question No 9:

This question was answered well by many candidates, with most recognising the need to adapt activities, rules, and equipment to cater for disabled participants and also address issues of access.

Question No 10:

This question (denoted by an *) required extended writing with a maximum of 6 marks available. Most candidates achieved 2 3 or 4 marks. Very rarely did an answer meet the criteria for MB3. The question has two parts. In order to score highly, candidates were expected to describe all the phases of a warm-up (including netball specific content) with a justification of the purpose of each phase to demonstrate full understanding. For most candidates this was the strongest element of their answer. In addition, candidates were expected to explain how improved flexibility is generated in a warm-up. Despite there being a wide range of acceptable answers, few candidates were able more than a very superficial understanding. This question also included a judgement on the quality of written communication. Overall, the quality of this was poor; perhaps indicating that many candidates were not aware that this was being judged. This recognition and identification of the Levelled Response question in future papers is something that centres can improve on.

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