

Cambridge Technicals in Sport and Physical Activity

Level 3 Cambridge Technicals Certificates in Sport and Physical Activity
05826, 05827

Level 3 Cambridge Technicals Diplomas in Sport and Physical Activity
05828, 05829, 05872

OCR Report to Centres June 2017

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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 unit 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.

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Unit 1 – Body systems and the effects of physical activity

General Comments:

In this second series of the examination, many learners were again well prepared for questions on most aspects of the unit.

Most learners managed their time effectively with little evidence of many running out of time to complete the paper. The recall-type questions were generally answered well and most scored well with the multiple-choice questions at the beginning of the paper. In Section C of the paper where learners are required to write an extended answer, answers often showed a lack of fluency in written communication and at times strayed from the requirements of the question.

Learners again performed less well on questions that demanded the application of knowledge; for example when required to 'describe' or 'explain' the functions of body structures or systems. The most demanding part of the paper for many learners was question 18b, requiring an explanation of the diaphragm as a respiratory muscle. Most learners coped well with the drawing of a graph in Q19 showing accurate plotting. When practical examples were required in a question (e.g. Q20), many learners were able to give relevant and accurate examples..

Comments on Individual Questions:

Section A

Questions 1 – 8 were multiple-choice questions.

A very small minority did not respond to one or more of these, with most answering them well. The questions that proved the most challenging were:

- Question 3, with many unaware of the action of biceps femoris.
- Question 4, with many showing a poor understanding of the long-term effect of exercise
- Question 5, with some learners unaware of the characteristics of slow twitch muscle fibres.

Question 9 was mostly answered correctly showing knowledge of the type of joint at the hip but Question 10 was often incorrectly answered showing a lack of knowledge of the vascular shunt mechanism. Many learners used the wrong terminology and referred to 'blood shunting' or merely 'shunting'. The importance of using the correct technical language for this level 3 qualification needs to be reinforced throughout the teaching of the course.

Section B

Question No. 11

This was answered well by many learners, although some repeated the terms in the question rather than describing and giving an example. Most wrote correctly about the rib cage or the skull protecting the vital organs within. For the functions of movement and blood cell production, learners answered less clearly and accurately, with many simply repeating the word movement or writing that bones produced blood cells rather than blood cells being formed in the marrow of the bone. Those that scored few marks often omitted a practical example for each function – suggesting that in at least some cases they may not have read the question carefully enough.

Question No. 12

Many completed the diagram of the vertebral column accurately, but a significant minority either did not respond to this question or were unable to accurately label any of the bones shown in the diagram, showing some significant gaps in anatomical knowledge.

Question No. 13

This was generally a well-answered question. The diagram showed a synovial joint and learners were expected to identify two of the structures and explain their functions. The majority of learners were able to identify the synovial membrane and the synovial fluid, with some learners identifying other structures such as the cartilage or ligament. Most who gave the correct identification then went on to accurately explain the function of each. Some learners however did not give a function for each and therefore could not score full marks. Again, it is important for learners to address all aspects of each question to have access to all the marks available.

Question No. 14

This question was completed extremely well by the vast majority of learners who stuck to the long-term benefits to the skeletal system – a small number misread the question and gave the benefits to the muscular system and therefore could not score the marks available. Those that scored the full two marks mostly gave 'increase in strength' and 'density of bones'. Those that simply stated, 'increase in movement' did not score the mark for an increase in the range of movement at the joint.

Question No. 15

Many learners scored the full four marks available for this question, showing a good understanding of the structure and function of the fast glycolytic fibres. There were a number of scripts where this question was left unanswered.

Question No. 16

Although most identified accurately the two muscles acting at the elbow, many learners could not identify accurately the two muscles acting at the wrist for part (a). The diagram along with its description clearly showed the basketball player extending the arm during the performance of the basketball shot, but many learners in (b) explained the muscle action before the shot and did not explain the action of the triceps and the biceps during extension of the arm. Many could not identify that the triceps showed concentric contraction and that the biceps showed eccentric contraction in this activity.

Question No. 17

This proved to be quite straightforward for many learners, who gave three valid short-term effects of exercise on the cardiovascular system – often including increased heart rate, increased stroke volume and increased cardiac output. Weaker responses tended to give effects unrelated to the cardiovascular system with many giving effects on the respiratory system. Learners are reminded that when a specific number of answers is requested, credit can only be given up to that limit of responses i.e. if the question states 'give **three**...' then examiners will only mark the first three responses.

Question No. 18

In part (a) many learners could identify the nasal cavity, the larynx and the trachea, although a significant minority were unaware of the anatomical features of the respiratory system so were unable to give an answer to this part of the question.

In part (b) learners generally scored less well than on other questions on the paper, with few showing a comprehensive understanding of the role of the diaphragm as a respiratory muscle, and some learners confusing the action of the diaphragm with the action of the ribs.

Question No. 19

This was generally well-answered, with most learners showing the ability to plot a graph accurately. Those that scored few marks for part (a) either did not plot accurately and were careless in the placement of their plotting points or did not differentiate in their diagram between the points plotted for the 'trained' and the 'untrained' cyclist.

In part (b) many learners struggled to score the marks allocated. Some learners simply wrote that the cyclist would become 'fitter' which is too vague a response to gain marks. When the question asks to 'explain why', then it is expected that learners give reasons for their answer – so those that wrote that a trained cyclist can reach a higher minute ventilation because of an increase in tidal volume or because of an increase in the size of their lungs would gain credit. Again, a significant minority of learners did not answer this question.

Question No. 20

This question was well answered by some but few scored all the marks available. The question asks learners to explain using a sporting example. Many learners did not use an example or merely described rather than explained the ATP-PC system and the Aerobic system. Those that gave examples often gave good, valid practical examples such as a short sprint in a hockey game for the ATP-PC system or jogging around much of the pitch during the whole of a rugby game for the aerobic system. Learners needed to quantify 'time' as some talked about ATP-PC being used for a 'short time'. Learners at this level are expected to know a high level of detail of these energy systems

Question No. 21

This ten-mark question is marked using a levels response mark scheme; examiners use the levels descriptors and indicative content in the mark scheme to reach a holistic judgment about the level within which the response should sit and award a mark within that level accordingly.

As with the January series, many learners partially answered this question well but did not fully address all aspects. Learners are again reminded that all the variables in the question are taken into consideration when awarding a mark for a particular response.

The question requires a description of the path of a drop of blood as it travels from the right atrium through the heart and around the body until it arrives back to the right atrium. The question then states three elements that should be included in the response: the structures of the heart, the blood vessels and the changes to the blood.

Those learners who took into consideration all these elements and accurately described the path of blood scored very well – with some able to score the full ten marks available. Those who were less accurate or were confused in their description or who left out one or more of the aspects scored less well. Some learners started with a short plan or diagram to help them focus in on the path of the blood and this seemed to help them in describing the path of blood more accurately.

Some marks were given to learners even where the path of blood was incorrect if they had shown knowledge of structures, but they could rarely access more than three marks unless most of the path of the blood was accurately described.

Some learners who showed the very best answers went into fantastic detail concerning gas exchange and the structures of blood vessels.

This extended question is also assessed on the quality of written communication and the better responses showed a fluent and accurate response with few spelling errors and with good use of clear sentences and paragraphs. More limited responses showed weaker accuracy in spelling, used technical terminology less effectively and rarely structured their answer. Centres are advised that learners should be given more guidance and feedback on the quality of their written communication so that they are better able to write clearly and fluently for this extended question.

Unit 3 – Sports organisation and development

General Comments

There were some good scripts offered in response to the June 2017 Unit 3 Sports Organisation and Development examination paper, although relatively few learners managed to get into the higher end of the mark range. For some learners, however, there appeared to be significant gaps in their knowledge and understanding of how sport is organised and developed in the UK.

Evidence would suggest that learners understood what was required of them throughout all 4 learning outcomes and there was almost no evidence of learners misinterpreting questions. A common downfall for some learners was examination technique, with many examples of responses offering too few points for the marks available for that question and a number of learners repeating points in responses rather than being able to make separate, distinct points in relation to the question set. Learners did address the command words in the majority of cases, especially in the shorter answer questions.

The quality of written communication was mostly sound, although a minority wrote notes in bullet-point form which is not recommended, particularly on Question 2c, the 8-mark levels of response question as quality of written communication is assessed in the question identified with an asterisk (*) in each Unit 3 paper.

As we move forward with this new examination it is recommended that centres continue to highlight the key organisations and developments in sport to their learners. When lower mark totals were achieved, the main reason was a lack of fundamental knowledge. For example in question 1b (DCMS), few learners achieved full marks, with many describing the role generally (e.g. 'give funding') rather than addressing with more detail (e.g. 'Fund Sport England/UK sport').

At times a lack of clearly expressed knowledge was an issue, leading to 'NBD' (No Benefit of the Doubt) being indicated on responses. This was particularly evident with Question 1c on the work of Sport England and with 3b on the effects on performance and participation of a sports development initiative.

At the end of the question paper there are 3 blank pages. Centres are asked to remind learners to use this space if they require extra space for their answers, rather than write down the sides of the answer booklet or in other ways which potentially make the response difficult to read and therefore mark.

Comments on Individual Questions

Question No.1

Overall, this proved to be a very challenging question, with a real spread of marks. While 1a and 1d were answered relatively well, 1b and 1c proved difficult for many. Learner's knowledge of the DCMS and Sport England were in the main quite limited.

Q1 a. Responses to this question were on the whole good. The two government departments were clearly identified. However some learners misunderstood the question and identified UK Sport and Sport England as the two departments who were involved in the organisation of sport

Q1b. A large number of learners did not answer this question very well and often wrote in very vague terms. This question was challenging and needed specific, detailed knowledge; they struggled to describe how the DCMS is involved with the organisation of sport. Common errors included saying that they provide facilities and equipment and they help elite performers,

whereas the question demanded more specific detail, for example that it funds Sport England/UK Sport

Q1c. Learners struggled with this question, not because they didn't know the main work of Sport England, but because it was worth 6 marks and they did not put enough detail into their answers. It was clear that although they knew of perhaps one or two roles (the main 2 being to 'increase participation' and 'distributing lottery/government funding') they did not have sufficient knowledge to access the higher marks in this question by giving 5 or 6 different roles. Responses were also often very vague and so typical responses referred to providing funding or providing equipment and facilities.

Q1d. Most learners were able to give an example of an IGB, although some learners did give NGB examples like the F.A. but F.I.F.A and the I.O.C. were typical correct answers. In the main learners were able to provide descriptions that allowed them to access further marks, but actually only a small percentage managed full marks by giving 4 roles. Clearly this is an area that centres need to address with their learners by making sure they give enough detail in their answers to access the full amount of marks

Question No.2

Overall, this question was the best answered on the paper.

Q2a. This was a very straight forward question, however many learners did not score maximum marks. Some learners wrote about all of the four stages of the continuum and where the participation stage 'fitted in'. Many learners only identified that the performers played for a school or a club team. It is essential that more relevant detail is given by learners if they are to access the full amount of marks.

Q2b. This question was well answered overall. In the majority of the responses, learners had firstly identified characteristics of the elite performer before they then described the support needed. However in some instances learners only wrote about the support that Elite performers needed and so could not access all of the marks

Q2c. (Levels of Response) This question was generally well answered. Most learners were able to provide solid level 2 responses with the higher end able to hit level 3 and provide a balanced answer that covered many of the factors affecting participation. The best learners structured their response into three parts – opportunity, provision and esteem and also backed this up with good understanding of the barriers. Learners need to be encouraged to include practical examples, to support the point they have made. Very few learners scored 0.

Question No.3

This question provided a real contrast in the way that the two parts were answered. In 3a learners answers were very good whereas in 3b learners answers were quite limited.

Q3a. This was the most consistently well answered question on the paper. Many learners scored full marks. Answers were very varied and showed a good understanding of the health benefits of regular exercise. Very few learners scored 0.

Q3b. The answers to this question were the weakest on the exam paper. The majority of learners only scored 1 or 2 marks. Many did not seem to realise that the question was asking about the effects on both Performance **and** Participation. Learners often only wrote about an increase in participation or an increase in performance.

Question No.4

Overall, the learning outcome 4 'Understand Sports Development in Practice' questions proved to be a challenge to the majority of learners. Learners struggled at times to display a breadth of knowledge and so were not able to access the full range of marks.

Q4a. Learners' responses were limited in this question and very few scored more than 3 out of 4 marks. Many learners had difficulty interpreting this question, being unsure of how an event like the FA cup supports the aims of sports development. The majority answered that it would create role models and increase participation and thus achieving 2 of the available 4 marks.

Q4b. In the main this question was well answered. Learners showed that they had a good basic knowledge of the disadvantages of organising and running a sports development event. However, only a very small percentage of learners considered the 'level of accountability' as a disadvantage.

Q4c. The majority of learners managed to score two or three marks on this question with 'reduction in crime', 'improving the health of the community' and 'improving teamwork' the most common answers. However, very few learners were able to give enough detail in their description to access the higher range of marks. Again, moving forwards centres need to make sure that learners are able to give both breadth and depth to their answers in order to access the higher marks on the 6 mark questions. A small minority of learners also misread the question and described the psychological/mental benefits rather than the social benefits.

Unit 4 – Working safely in sport, exercise, health and leisure

General Comments:

There were some good scripts provided in response to the Unit 4 examination for the Cambridge Technicals, showing an improvement in exam technique and subject knowledge from the January series. Marks achieved were across the whole spread of grades but there were more mid to high scoring marks than previously which was good to see. Learners showed a better application of knowledge and appeared confident on topics such as First Aid, Health and Safety in a sport/ leisure environment. When learners scored lower marks it was often due to brief responses to the questions requiring more extended answers, gaps in knowledge or in some cases not attempting questions at all.

Section A was generally done very well, with many learners often scoring 16+ marks out of 20. All questions were answered consistently well. Where marks were not scored, Q4, Q7 and Q10 were generally the only ones learners slipped up on.

Section B showed some good application of knowledge, with many learners showing a good understanding of the requirements of First Aid and Health and Safety when applied to a leisure centre. There was a definite improvement in the length of candidate answers, giving learners the best chance of achieving full marks, often including more points than the answer required.

Hazards continued to be an area that caused some learners a problem, being unsure of biological, psychological and environmental hazards so Centres could work on this aspect, ensuring to both explain the difference but also to cover a wide range of examples in their teaching.

Comments on Individual Questions:

Question No. 1

Many learners achieved the mark for this question however some didn't focus their answer on security, as identified in the question. Even where marks were gained there is room for improvement, as many answers were given a 'benefit of the doubt' mark, with responses just saying to 'know who was in the centre' but not really linking it to a security point, for example, to ensure staff/customer safety or to know who should be allowed in.

Question No. 2

This was answered really well, with many learners scoring full marks, and in some cases even including the correct number of pieces of each item! Learners gained the mark without using the number, but learners who provided the number of the item, e.g. six safety pins, showed good knowledge and should be encouraged. When learners did not score full marks it was often due to answering 'scissors' and 'anti-septic wipes'.

Question 3

This question was answered well, with the most common answers being 'a description of what happened' and 'the time/place of the accident'. When learners did not score full marks this was often due to saying the time as one answer and the place as another, so a 'repeat' mark.

Question 4

The majority of learners answered this question successfully; however for those that did not it was because their answer followed the route of what the staff member would do in an emergency, as opposed to how they would manage the risk.

Question 5

This was well answered with most learners achieving full marks.

Question 6

This was well answered with most learners answering 'co-ordinating staff' or 'evacuating the building'. Learners that did not achieve the mark often gave a general answer about what a member of staff may do if there was a gas leak, but their answer was not in line with the focus of the question which was about a manager.

Question 7

This was either well answered or not – with little in between. If learners knew what COSHH referred to they often scored both marks being able to provide two examples.

Question 8

This was well answered with many learners achieving full marks. Some answers did not achieve full marks as learners included points more to do with safeguarding than security.

Question 9

Almost all learners identified the correct answer.

Question 10

Most learners scored at least 1 mark on this question, giving the full name of HSE, however not all learners were able to give the full name for RIDDOR.

Question 11a

This was generally answered well with most learners being able to identify two signs of abuse and giving an example of each. Answers covered all types of abuse. Some learners only scored two marks by only giving an example or the type of abuse and not both.

Question 11b

This question was well answered with many learners scoring 3 or 4 marks. Most common answers included points 2, 4, 5, 6, 8 and 9 on the mark scheme. There was little coverage of points 10-13. Weaker answers tended to make four points, but showed repetition, for example, prevent harmful intervention, prevent delayed recovery and prevent harm to bystanders. Centres need to encourage learners to make sure they are covering a wide range of aspects/points.

Question 11c

This was either answered well, with learners understanding the requirements of Health and Safety Regulations or it was answered very poorly with learners giving the same information as required in Q11b, so just describing First Aid. This was better than leaving the space empty as some learners did manage to gain point 1 on the mark scheme, however Centres need to make sure learners are aware of the requirements of the regulations and not just understand the process of First Aid. When it was well answered there was good coverage of all the points on the mark scheme, with many learners achieving 3 or 4 marks.

Question 12a

When answering this question, learners showed very good knowledge of risks in a leisure centre environment, however a lot of learners did not give examples, which the question required, and therefore limited their mark at the sub max of 4. Lots of learners gave points 3, 7, 13, 21, 23, 25, 27 and 29 from the mark scheme but with limited examples. The other points on the mark scheme were rarely achieved. Centres really need to highlight the importance of reading the full requirements of each question and helping learners to develop the habit of providing examples for each point, as many learners limited their potential to score above 4 marks through poor exam technique/not reading the question.

Question 12b

This question was answered poorly, showing that learners are generally not clear on what a biological and psychological hazard are. Quite a lot of learners scored 1 or 2 marks with animal faeces and stress being the most common answers. Other answers varied significantly, from earthquakes, to emotional abuse and over-estimating your own ability, indicating that this is an area that Centres need to focus on to make sure learners are clear on what the different types of hazard are and can provide examples.

Question 13

This was the extended response question that was marked via a levels of response mark scheme. This showed a significant improvement in exam technique from the January series. Learners were giving much more detail, often using the extra space at the back of the booklet. Many learners were scoring level 2 (4-6) with a few scoring level 3 (7-8). Most learners were able to provide detail on a range of emergencies that could happen in a football centre and were able to provide an example or explanation of how the emergency might happen. The best answers covered a range of emergencies and were logical in their answer – identifying the emergency, explaining where and why it could happen and providing an example. Weaker answers were brief and list-like, stating an emergency and a location but not really discussing how it could happen or providing an example. Centres need to encourage learners to remain focused on the question throughout their extended answer. The topic of emergencies appears to be an area of the unit that learners are confident on.

Question 14a

This question was answered reasonably well; however few learners scored full marks. Many learners were able to give points 4 and 5 on the mark scheme, with some adding a third mark of 7, 9 or 10 on the mark scheme but few were able to explain four roles and responsibilities.

Question 14b

This question had a mixed response showing that some Centres appeared to have really taught this area very much in line with the teaching content, and learners answers followed the exact order of the mark scheme, for example, slip hazard, trip hazard and faulty equipment, with an

example of each. However weaker answers showed limited knowledge of environmental hazards and discussed other issues such as clothing or a fight between athletes. Strong answers gave a hazard then a way to minimise it, then another hazard and a way to minimise it. When learners wrote the hazards all together first, they sometimes appeared to forget the ways to minimise them and therefore limited themselves to half marks. Centres could encourage learners to be more ordered in their approach to avoid this. Centres could also work on providing learners with a range of realistic examples of these hazards as some of the suggestions of hazards seen were not very realistic in the context of a leisure centre with an athletics track.

Question 15a

Many learners scored 3 marks on this question showing a good understanding of the role of the receptionist during an emergency. There was good coverage of all the marks on the mark scheme. Weaker answers showed repetition of points, for example, phone the emergency services, direct them to the location of the emergency, inform the emergency services what has happened. Again, learners need to be encouraged to make sure they are covering different aspects/range of points rather than focussing too narrowly, in this case on the emergency services. A common error was that a receptionist would go back into the building and make sure everyone was out or find the cause of the emergency.

Question 15b

Many learners scored 2 marks on this question – achieving marks 1 and 8 on the mark scheme, 'DBS checks' and 'appropriate ratios'. Few learners achieved points 3, 4, 5 and 7 on the mark scheme. Centres need to make sure that learners understand safeguarding 'in action' as opposed to just being able to define what safeguarding is.

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