

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 - January 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 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.

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Unit 1 Body systems and the effects of physical activity

General Comments

In this first series of the examination, many learners were well prepared for questions in most aspects of the specification. For some learners, however, there are significant gaps in their knowledge and understanding of body systems and the effects of physical activity.

The majority of learners managed their time well with relatively few who seemed to have run out of time. Learners were particularly sound in answering 'recall' type questions, for example the multi-choice questions and Question 11 on identifying the muscles shown in a diagram. Learners performed less well on questions that demanded an explanation with many simply describing, for example for Question 18(a) on the mechanics of breathing.

The quality of written communication was mostly sound, although some merely wrote notes in bullet form for Question 21 which demanded an analysis which went further than identification of individual points. Those that wrote fluently and in paragraphs were more likely to score in the higher levels of the banded mark scheme for this question.

Comments on Individual Questions

Section A: Questions 1 – 10.

Questions 1 – 8 were multiple-choice questions. A very small minority did not respond to one or more of these, with the vast majority answering them well. The questions that proved the most challenging in this section were 5, 8 and 9. On question 5, many learners gave 'slows down the breathing rate' rather than 'speeds up the removal of lactic acid'. Simply stopping the exercise would slow down the breathing rate and so the most appropriate answer is (b). Learners are reminded to read all the possible responses in each multiple-choice question before they select the most accurate response to the question. Question 8 also proved to be difficult for some with many unaware of the respiratory structures and their functions. Question 9 was often answered incorrectly, with some learners failing to recognise the base of the thumb to be a saddle joint. Most answered question 10 correctly stating that isometric muscle contraction means that no movement is produced.

Section B

Question No. 11

This was answered well by most learners, although some used unacceptable abbreviations for the names of muscles. Learners should use the correct terminology to be sure of scoring marks when identifying muscles. For example, some learners wrote 'pecs' or 'pectorals' instead of pectoralis major and therefore did not score the mark available for B on the diagram. Some learners also wrote 'traps' for trapezius for C on the diagram. The spellings of the muscles were also inaccurate for a minority of learners and although examiners accepted misspelling as long as the name was phonetically recognisable, learners should be reminded of the importance of correct spelling when identifying key anatomical structures or physiological terms.

Question No. 12

Most completed the table accurately identifying the appropriate type of bone, although a significant minority did mistake phalanges as a short bone rather than a long bone.

Question No. 13

The diagram showed a bicep curl and most learners could identify the agonist and antagonist but a small minority identified the type of muscle contraction to be 'flexion' rather than a concentric contraction. Learners should be reminded to read each question carefully to ensure that the requirements of the question are fully understood.

Question No. 14

This question was completed extremely well by the vast majority of learners. Three relevant skills or situations were well described by most when a player in a team game might use their fast glycolytic muscle fibres. Most chose football scenarios but a whole range of activities were accurately described. This question demanded learners' application of their knowledge to a sporting activity. In this case, there had to be some suggestion of fast or powerful movement e.g. a powerful shot at goal in football. 'Running' on its own does not indicate high or low intensity so cannot be linked to any particular muscle type.

Question No. 15

Only a minority of learners scored the full five marks available for this question. Many learners were unaware of specific roles of valves in the heart, and a significant number left part or all of the table incomplete.

Centres are reminded that the whole of the content for this unit must be taught because questions can arise from any area. Examiners have reported that in some centres, all their learners omitted answering this question, suggesting that this section had not been taught in sufficient depth by the time the examination was sat.

Question No. 16

Although most interpreted the graph well to answer part (a) giving the correct duration of exercise, many learners struggled to explain the changes in the performer's heart rate before, during and after exercise, with many leaving out one or more of these exercise phases. The better learners recognised the anticipatory rise and that this was caused by adrenaline, although some mistook this as being part of a warm-up, even though the start of exercise was after five minutes' duration on the graph. In part (b), an explanation required learners to say what happens and why, but few were able to say why the changes in the graph occurred. In part (c), many learners did the calculation correctly but did not give the correct units and therefore could not score the full marks. Learners are reminded that the correct labelling of units must accompany any such calculation.

Question No. 17

This proved to be challenging for many learners, but the best learners were able to link the appropriate words from the word bank and apply them to the sentences provided. Learners should read the question carefully in this case to check whether inspiration or expiration is to be described, with some learners mixing up the two phases of breathing.

Question No. 18

In part (a) many learners struggled to highlight the differences from breathing during exercise instead of merely at rest. Examiners were pleased to see additional muscles named but, unfortunately for some, responses which did not link 'contract' or 'relax' to the correct phase of breathing lost valuable marks. In part (b), too many learners wrote about cardiovascular or other responses to exercise rather than linking to the respiratory system. Some described long-term rather than short-term effects. Learners are reminded that when a specific number of answers are 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. 19

This was generally well-answered, although few knew how much ATP is produced in the aerobic system. Marks were often lost by learners just writing ATP rather than ATP-PC when identifying the energy system.

Question No. 20

This was a well-answered question and showed a good awareness of the appropriate energy systems and the ability to link theory to practical examples. Learners should be reminded that 'ATP' is not a system. Some learners stated 'anaerobic' or 'aerobic', not realising there are two anaerobic systems.

Question No. 21

This ten-mark question is marked using a levels of response mark scheme with descriptors that enable examiners to pinpoint a mark from the responses they read. Many learners only partially answered this question. Learners are reminded that all variables in the question are taken into consideration when awarding a mark for a particular response. The question requires an analysis of the movements of the knee and ankle and so both joints are expected to be referred to in the answer. The question also lists other variables that should be included – again these must be included by the learner if a top-level mark is to be achieved. For example, some learners did not identify the types of contraction involved or were vague in their identification of joint movements – consequently their mark would not reach the top levels. Many learners, however, made a good attempt at trying to give a comprehensive answer and those that wrote with fluency and accuracy scored well.

The best answers used the variables listed by the bullet points given in the question and worked through their movement analysis in a structured way. They included agonists, antagonists and at least one fixator muscle in their answers for both joints, showing the types of contraction in both the agonist and antagonist muscles.

Some learners produced lists of bones and muscles, showing some knowledge but a lack of application to the movement shown. These answers were mostly limited to level 1 on the mark scheme. Many learners did not know that the ankle is a hinge joint, and there was often confusion between the roles of the quadriceps and the hamstrings during the extension of the knee joint.

Unit 3 Sports Organisation and Development

General Comments

There were some good scripts offered in response to the January 2017 Unit 3 Sports Organisation and Development examination paper, although very few learners managed to get into the higher end of the mark range. 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.

In response to the 8-mark levels of response question that required a longer answer and different examination technique, learners showed evidence of knowing the five generic elements being sought (knowledge and understanding; development of points; use of examples/application; suitable technical vocabulary; and good quality of written communication). Those achieving the top level managed to balance their answer well between each parts of the question. Overall guidance for Centres for the extended questions would be to focus on providing balance across the different elements to the answer, providing pertinent examples to help develop the points being made.

Considering this is the first series responses from this challenging yet achievable paper were pleasing overall. Going forward, sharper examination technique for the shorter answer questions is needed to make the best use of learners' time in the exam, as there was a lot of evidence of unnecessary 'padding' in answers. When lower mark totals were evident, the key reason was lack of fundamental knowledge. For example in question 1b (UK Sport), few learners achieved full marks, many explaining the role generally (e.g. 'give funding') rather than addressing the need to explain with more detail (e.g. 'distribute lottery funding'). While as much credit was given as possible where knowledge was shown, identification of basic points will only go so far on questions where the command requires explanation/analysis, etc...

Perhaps understandably after one term of delivery, at times a lack of clearly expressed knowledge was an issue, leading to 'NBD' (No Benefit of the Doubt) being stamped on responses. This was particularly evident with descriptions of county sports partnerships and their role in increasing participation, where a lot of the responses offered were quite vague.

For the final question in the paper 4d, it was evident that some learners had not attempted it and received a NR (no response); as it was on the back page of the question paper, it is possible that many learners had not turned the page and therefore missed the question. Centres are urged to remind learners to check all pages to ensure they have attempted all questions.

Comments on Individual Questions

Question No.1

Overall, the learning outcome 1 'Understand how Sport is Organised' questions proved to be the most challenging, with a spread of marks. The trend was for learners to miss marks by not relating their answers to the demands of the questions and sometimes writing everything they knew about an organisation, which in some cases was inaccurate. This section proved to be the most challenging for learners with 3 demanding questions within 1b-1d.

Q1 a. Responses to this question were on the whole good. It is evident that most learners were able to provide some examples of initiatives and events which gained credit.

b. This question was not well answered with the majority of learners struggling to relate their responses to 'the role of UK Sport'. A large number of learners did not answer this question correctly and it was evident that they were not able to differentiate between Sport England and UK Sport in some cases. This question was challenging and needed specific detailed knowledge. Common errors included saying that UK Sport funds sport, where the question demanded distributes lottery funding.

c. Learners struggled with this question and it was clear that they did not understand the role of county sports partnerships in depth. In fact only a handful actually named their own county sports partnership. The most common error was repetition of "increase participation" which was in the question so they were not able to access many of the marks from the mark scheme.

d. There were mixed responses in this question but only a small percentage managing full marks. Clearly learners were well prepared to answer rules and regulations for international organisations which gained credit as well as funding. Not many learners were able to achieve all 4 marks.

Question No.2

Overall, the learning outcome 2 'Understand Sports Development' questions proved to be the questions where learners performed the best. Learners were available to recite factual information and show good levels of understanding, but at times struggled to articulate this in relation to the question, this was especially evident for question 2d.

Q2a The majority of learners were able to develop an answer that was accurate to this question, with common answers relating to increasing participation.

b. Again the majority of learners identified accurately an additional role involved within sport development other than a sports development officer.

c. This was the most consistently well answered question of the paper. The vast majority of learners scored full marks. There was a small contingent who entered their answers in the wrong order which left them with 0 marks.

d. A challenging question specifically because the learners were unable to relate this to the question focus. Some learners managed to gain 4 marks maximum not many went higher than that. The most common error was that they related it to playing sport rather than leading sports activities and therefore this by nature generated a different set of leadership characteristics and thus not credit worthy.

e. (Levels of Response) This question was generally well answered. Most learners were able to provide a solid level 2 answer with the higher end able to hit level 3 and provide a balanced answer that covered opportunity, provision and esteem barriers. Responses showed a wide range of knowledge but were sometimes poorly structured. The best learners structured their response into three parts – opportunity, provision and esteem and also based this on personal experience. Learners need to be encouraged to include practical examples, to support the point they have made. Very few learners scored 0. Some learners based their response on the sample assessment material and attempted to approach the command verb *discuss* by counter arguing what the question wanted and therefore gaining no credit.

Question No.3

Overall, the learning outcome 3 'Understand how the Impact of Sports Development can be Measured' questions proved to be the most inconsistent responses where learners performed either extremely well, with many achieving 8-10 marks for the section, or poorly with scores of 1-2 marks.

Q3a. Responses to this question were variable. It is evident that in some Centres this had been delivered in a manner that satisfied the question with learners achieving all 6 marks in a very succinct and time effective manner. They structured their answer with participation example performance example and society example. The learners who struggled with this question tended to respond more generally and therefore did not access many of the marks available

3b. The majority of learners managed to achieve the one mark available and there was a wide range of initiatives presented, from local to nationwide initiatives, which is encouraging. It is obvious that learners understand what a sports development initiative is.

3c. For those learners who performed well on Q3a these tended to be extremely accurate with their responses to this question and scored highly. Many learners answered the purpose was to see if the event was a success or not, common mistakes were saying how they would measure it, questionnaire or a survey rather than stating the purpose of measuring it.

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 of the wider aims of sports development as well as the different ways that sports development can be funded. It was evident for Q4d that some learners had not turned the page and therefore not attempted it and received a NR (no response). I urge all Centres to inform learners to check all pages to ensure they have attempted all questions.

Q4a. This question was not particularly well answered. Learners' responses were limited in this question and not many scored more than 3 marks. Many learners had difficulty interpreting this question, being unsure of how an event like Wimbledon supports the aims of sports development. Many learners answered with social improvements that initiatives can develop rather than specifically events and therefore missed opportunities such as increasing the profile of the sport. The majority answered that it would create role models and increase participation and thus achieving 2 of the available 5 marks.

4b. It was clear that some learners did not understand the difference between national and international events. Many learners included Wimbledon as an example, this demonstrated confusion that a national event is not only where it is played, it is also the countries/teams that are represented within it. Whenever a learner is presented with such a question it is important the events come from two different sports, some learners fell foul to this by putting the Premier League and the EFL Cup, both examples are correct but they both come from the same sport, football, therefore only achieved 1 mark.

4c. The vast majority of learners managed to achieve the two of the sub-max marks available for correctly identifying Government and lottery or NGB funding streams but were limited to that and were not able to consider funding from the private and voluntary sectors and thus achieving the third mark.

4d. A mixed response for this question, but the majority of learners did score marks. It appears that some learners may not have turned the page for this answer and therefore awarded a no response.

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 in Sport and Physical Activity, with the majority of scripts being mid-range to low scoring. Few learners achieved higher scores due to what would appear to be gaps in knowledge of some areas of the specification, for example safeguarding and duty of care, and also some poor exam technique and misunderstanding of questions. Learners were sometimes too repetitive in their answers, giving several good examples of the same knowledge points, or not providing sufficient range in their response, for example, making three points in response to a question with five marks available. This filled the space and therefore perhaps led learners to think they had answered the questions sufficiently relative to the marks available, when in many instances this was not the case. Across the whole paper this can have a significant impact, and so should be an area that centres could work on.

Section A was generally done well, with many learners scoring well. The multiple choice and matching questions were answered correctly by a high percentage of learners. Section B showed varied performance by learners, some scoring well on certain questions then very poorly on others, reflecting areas of the specification that had been taught in more detail or simply areas of the specification that learners weren't as confident on. Answers also showed that many learners were not clear on the difference between a hazard and an emergency. However, learners who knew what a hazard was proved good at applying their knowledge to sport and leisure examples.

Comments on Individual Questions

Question 1

This was well answered with most learners achieving full marks.

Question 2

Generally learners were able to identify roles fulfilled by an instructor and lifeguard however responses were not as good for the manager, with learners saying they would ring the emergency services, or go back into the building to find the cause of the emergency or to find people.

Question 3

Many responses achieved two marks out of three here with many learners being aware that the purpose of the first aid book was to record what had happened and that it was important if there was any litigation. However points two, four and five on the mark scheme were rarely achieved.

Question 4

Very well answered by almost all learners.

Question 5

A high percentage of learners knew what a duty of care was which was good, but not many were able to explain it in more detail than points one and two of the mark scheme.

Question 6

The majority of learners answered this correctly, however for those who did not gain this mark, the wrong answers varied across a). and b).

Question 7

Consistently answered well by many learners, most answering 'wet floors'. Where learners did not achieve the mark it was due to not understanding what an environmental hazard was in the first place, or simply just stating 'a bench', without explaining why this was a hazard.

Question 8

Lots of learners were too vague on this answer just saying CCTV enabled the centre to 'see who was in and who was out', with no recognition of monitoring/security/prevention.

Question 9

The majority of learners identified the correct answer on this question.

Question 10

Overall this question wasn't answered particularly well, with confusion between duty of care and health and safety. The mark scheme covers all the points from the specification, but it was clear most learners were not very confident on this area, really only hitting marks five and six. Some learners answered this from a very applied point of view, giving good examples of safeguarding policies, for example DBS checks and staff ratios, and guidance was added to the mark scheme to make sure credit was given for these answers. Centres should provide practice questions or scenarios for learners on the topic of safeguarding in their teaching to help them to understand how to apply their knowledge.

Question 11

Again, safeguarding was often confused with health and safety and duty of care. Generally this was not well answered. Most students attempted the question which was good and many achieved one or two marks, however often answers were too brief or confused with a different area of the specification. Risk assessments also were a common focus of learner's answers. If learners understood safeguarding then they tended to show a good understanding of types of abuse and that Leon could be open to allegations, however answers were still too brief in a lot of cases. The mark scheme provided learners the opportunity to gain quite a lot of developed points, showing understanding for the signs of abuse, the types of abuse and how to deal with it, but learners were fairly superficial in their responses, only mentioning one type/sign of abuse as an example. Very little knowledge was shown regarding the organisations involved in safeguarding. For future examinations, learners need to develop their points more in order to show a more detailed understanding of the topic in the levels of response question in order to access the higher marks. Learners can recognise a 'levels of response' question by an * next to the question number.

Question 11b

This question was answered poorly, with learners just exemplifying the same point in different ways. Learners often repeated the question saying he should treat participants equally. The majority of learners achieved point two, but only that point – but in three different ways, giving several examples of how Leon would treat them fairly. Centres should use this mark scheme to help them in their teaching to make sure learners are aware of different aspects of equality within a session, beyond just 'treating people the same/fairly'.

Question 11c.

This was generally answered well with most learners being aware that a risk assessment identifies hazards and controls the risks. Some learners achieved point two for referencing risk for individuals; however there was poor coverage of points five to eight on the mark scheme.

Question 12a

This was answered well by many learners, some achieving full marks. The role of the lifeguard was generally answered better than the receptionist. Many learners were able to explain they would evacuate, administer first aid, guide people to exits and so on; however some learners were not clear on how to deal with a chemical leak – suggesting staff would deal with it themselves.

Question 12b

This was either answered well, with learners understanding how the reporting and recording helped prevent future emergencies, or it was answered very poorly with learners stating it would enable a quicker response as they would anticipate the emergency and referring to risk assessments.

Question 13a

Most answers showed that they understood what the records referred to but not many were able to access four marks on this question. Many were able to explain that the records were used to prevent injuries/make sure equipment is working and that they would be useful if the centre was being sued, but few gained full marks.

Question 13b

This question was one of extremes - either well answered scoring four marks, or poorly answered scoring zero. If learners understood what PPE was they generally provided two situations and examples of the PPE, with first aid treatment and gloves being the most common answer. However, it was not uncommon for learners to provide an answer stating if staff were rock climbing/cycling/boxing etc... then they would need to wear a harness/helmet/gum shield which are not examples of PPE in the workplace. Another common answer which let learners down was saying a gas leak and wearing a gas mask – providing an emergency situation rather than when staff would be required to wear PPE at work.

Question 14

Most answers showed a good understanding of what First Aid is and some of the roles of the first aider. Good answers were able to explain Kasper's role in preventing further harm, providing first aid, calling the emergency services, preventing delay in recovery and recording the incident. Few answers covered points eight and nine of the mark scheme. Some learners just didn't provide enough information and so limited themselves at four or five marks, whereas others misunderstood the question and explained how Kasper might carry out a risk assessment or ensure the safety of the people in his class.

Question 15a

Overall this was well answered, but few learners achieved five marks, often simply as a result of not providing five answers. Most learners did provide an area and an example, however not all; therefore if they did not read the question carefully they scored poorly. A wet floor in a sports hall, faulty equipment in a gym and various hazards in a changing room seemed to be the most common answers. Some learners were confused between a hazard and an emergency, for examples a fire or someone having a heart attack in the gym.

Question 15b

This was well answered by most learners with many achieving two or three marks. Good exam technique was shown here with learners often providing more than three answers. Responses were also good as learners did not just list the methods, but followed the command word and described the methods. All marks on the MS were covered across the responses seen.

Areas that appear to be causing the most confusion are safeguarding, risk assessments and duty of care, in terms of learners being confused about which is which or how they interlink. Safeguarding and duty of care appeared to be areas most learners had limited knowledge of and answers were less detailed here than for other areas of the specification.

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