

Cambridge Technicals

Sport

Unit 2C: Physical preparation and readiness for sport and physical activity

Level 2 Cambridge Technical in Sport and Physical Activity
05885 - 05886

Mark Scheme for January 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2025

PREPARATION FOR MARKING**SURPASS**

1. Make sure that you have accessed and completed the relevant training packages and instructions for on-screen marking using Surpass.
2. Make sure that you have read and understood the mark scheme and the questions for this unit. These are available in Surpass.
3. Log-in to Surpass and browse and provisionally mark candidate responses prior to standardisation as instructed.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader.
5. Rubric Error Responses

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. There is a NR (**No Response**) option. Award NR (No Response):
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

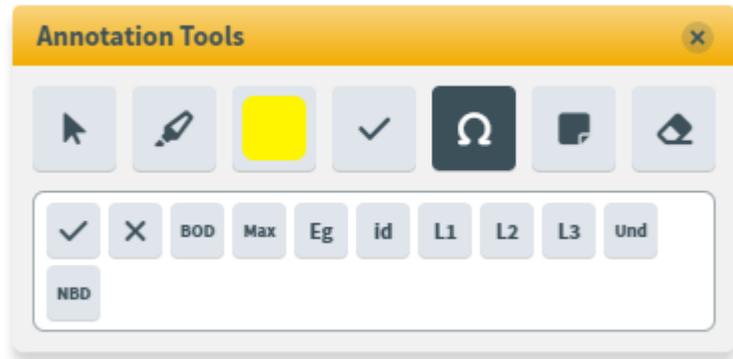
Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

7. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
8. For answers marked by levels of response:
To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations



Annotation

- ✓
- X
- ?
- BOD
- NBD
- id
- Eg
- Und
- L1
- L2
- L3

Meaning

- Valid point, mark awarded
- Incorrect
- Response unclear
- Benefit of the doubt (mark awarded)
- No Benefit of the Doubt/Too vague (mark not awarded)
- Knowledge
- Example/application
- Understanding/development
- Level 1 response
- Level 2 response
- Level 3 response

Question		Answer	Marks	Guidance
1	(a)	Aerobic	1	
	(b)	Justification - two marks for two from: 1. Utilises oxygen for energy 2. Used during moderate intensity activity 3. Used during long-duration activity	2	Accept mark if embedded within an example Accept any relevant answer Do not accept correct justifications in part (b) if they say 'anaerobic' as their initial answer for part (a), unless they explicitly state 'aerobic' in their justification in part (b)
2		Muscle hypertrophy increases the size and strength of muscles, allowing them to cope with additional stress	3	
3*		1 Warm ups - 5 phases Suitable examples related to sport <ul style="list-style-type: none"> ● Pulse raising exercises (e.g. jogging) ● Mobility exercises (e.g. arm circles) ● Dynamic movements (e.g. shuttle-runs) ● Stretching (e.g. hamstring stretch) ● Skill rehearsal (e.g. practising a badminton serve) 2 Importance of each phase of a warm up: <ul style="list-style-type: none"> ● Increase body temperature ● Increase heart rate ● Increase flexibility in muscles and joints ● Increase blood flow ● Increase respiratory efficiency ● Increase speed of muscle contraction ● Reduce risk of injury ● Prepare for upcoming activity ● Improve performance ● Psychological preparation 	6	MB3 – 5-6 marks <ul style="list-style-type: none"> ● Answer offers suitable suggestion with full justification and considers all/most of the factors. ● Quality of written communication show few errors in grammar, punctuation, and spelling MB3 responses are likely to include: <ul style="list-style-type: none"> ● Appropriate description and examples for all 5 phases ● Connections made between what phases do and why this is important MB2 – 3-4 marks <ul style="list-style-type: none"> ● Answer offers suitable suggestion with justification but may not take all factors into consideration

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • Quality of written communication show occasional errors in grammar, punctuation and spelling <p>MB2 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Appropriate description and examples of most phases • Importance of warm up is covered reasonably well but in general terms, rather than in relation to the phases. <p>MB1 – 1-2 marks</p> <ul style="list-style-type: none"> • Answer offers suggestions of activities but gives little or no justification. • Answer may not take into consideration all of the factors. • Quality of written communication show errors in grammar, punctuation and spelling may be noticeable and intrusive <p>MB1 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Basic identification/description and examples of some phases • May make a limited number of general points about importance of a warm up <p>0 = answer worthy of no credit</p>

Question	Answer	Marks	Guidance										
4	<p>Five marks for five from:</p> <ol style="list-style-type: none"> 1. Able to sustain physical activity for longer periods of time (e.g. to continually improve the function of body systems) Related activity during the day/ less fatigue 2. Improved balance and coordination (e.g. helps to prevent accidents and injuries through falls) 3. Improved flexibility, speed and mobility (e.g. supports independent living in older age) 4. Improved core strength and maintenance of a healthy posture (e.g. can reduce back, neck and shoulder pain) 5. Prevents osteoporosis (e.g. less chance of breaking bones) 6. Prevents osteoarthritis (e.g. staying pain free in older age) 7. Prevention of disease (e.g. coronary heart disease, cancer, type 2 diabetes) 8. Sustain a healthy lifestyle into old age (e.g. to support a longer, more health and active life) 9. Improved metabolic rate helps to control weight (e.g. preventing weight-related conditions and reducing obesity) 10. Improved mental health (e.g. anxiety, stress, depression) 	5	<p>Accept mark if embedded within an example Accept any relevant answer</p>										
5	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="367 1070 786 1134">Short term</th> <th data-bbox="786 1070 1198 1134">Long term</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 1134 786 1198"></td> <td data-bbox="786 1134 1198 1198">X</td> </tr> <tr> <td data-bbox="367 1198 786 1262"></td> <td data-bbox="786 1198 1198 1262">X</td> </tr> <tr> <td data-bbox="367 1262 786 1326">X</td> <td data-bbox="786 1262 1198 1326"></td> </tr> <tr> <td data-bbox="367 1326 786 1390">X</td> <td data-bbox="786 1326 1198 1390"></td> </tr> </tbody> </table>	Short term	Long term		X		X	X		X		4	
Short term	Long term												
	X												
	X												
X													
X													

Question	Answer	Marks	Guidance
6	Five marks for five from: Dependent on: 1. Level of experience / ability / disability 2. Access/accessibility 3. Time available 4. Transport/location 5. Cost/income 6. Preference 7. Disability specific club/activity 8. Demands of the sport/activity 9. Seasonal considerations 10. Indoor or outdoor 11. Provision of suitable facilities/equipment 12. Specialist coaching/supervision	5	Accept mark if embedded within an example Accept any relevant answer
7	Four marks for four from: 1. Manage medical conditions (e.g. heart condition, asthma etc.) 2. Control / lose / gain weight / manage weight related medical conditions (e.g. obesity, diabetes etc.) 3. Prevent illnesses 4. Injury rehabilitation 5. Improve mental health (e.g. improve mood, help with stress, depression, anxiety, low self-esteem etc)	4	Accept examples of health needs/conditions as equivalent points (e.g. obesity for point 2) Accept any relevant answer Do not accept any disability (e.g. loss of vision or hearing, paralysis etc.)
8 (a)	Two marks for two from: 1. Blood flow is directed away from inactive organs and muscles 2. Blood flow is redirected to working muscles	2	

Question		Answer	Marks	Guidance
	(b)	<ol style="list-style-type: none"> 1. False 2. True 3. True 	3	
9		<p>Three marks for three from:</p> <ol style="list-style-type: none"> 1. Energy stores are depleted, leading to tiredness/lethargy/fatigue 2. Fatigue can lead to poor/incorrect technique, increasing risk of injury 3. Can strain/cause injury if work too hard or for too long, or attempt more than body is ready for (e.g. lifting heavier weights than usual) 4. Young participants may have decreased flexibility, balance and coordination due to muscles growing slower than bones 5. Excessive exercise can lead to burnout/increase the risk of injury 	3	<p>Accept mark if embedded within an example Accept any relevant answer</p>

Question	Answer	Marks	Guidance
10	<p>One mark for suitable example of a chronic injury, one mark for how it might occur.</p> <p>1. Example: tendonitis, shin splints, tennis elbow</p> <p>2. Cause: A result of continuous stress on an area developing gradually over a period of time</p> <p>OR</p> <p>(shin splints or Achilles tendonitis) Regular activity / starting a new activity which involves running or jumping on hard surfaces</p> <p>OR</p> <p>Repeated use/strain on joints from sport or physical activity (such as the wrist or elbow in tennis or golf)</p>	2	Accept any relevant example

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.