

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

Unit 1 January 2025 series

Contents

Introduction	3
Unit 1 series overview	4
General comments on the paper.....	4
Learning outcome 1: Questions 1 - 16	5
Learning outcome 2: Questions 17 - 28	5
Learning outcome 3: Questions 29 - 34	5
Learning outcome 4: Questions 35 - 40	5
Appendix 1 Questions	7

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Unit 1 series overview

This was the thirteenth series of assessment for this unit. The unit involves a breadth of knowledge assessed across 4 Learning outcomes (LOs):

- LO1 - Know the effects and benefits of participation in sport and physical activity on the musculoskeletal system.
- LO2 - Know the effects and benefits of participation in sport and physical activity on the cardio-respiratory system.
- LO3 - Know measures of health and wellbeing.
- LO4 - Know trends in participation in sport and physical activity.

As is to be expected, candidates performed better on some Learning outcomes (LOs) than others.

LO1 and LO2 have significantly more content to teach within the Guided Learning Hours (GLH) than LO3 and LO4, and this is reflected in the Unit 1 tests in terms of the number of questions associated with each LO.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • scored well on the LO1 Questions (1-16), LO3 Questions (29-34) and LO4 Questions (35-40). 	<ul style="list-style-type: none"> • did not consistently score well in certain LOs or missed marks regularly across the test • scored poorly on LO2, which was the area candidates struggled most with this series.

General comments on the paper

The mean mark for the test was just over 26 marks, with most candidates achieving between 16 and 35 marks.

Historically, the mark to achieve the unit has usually been 24 or 25 marks but has been 23 marks on occasions, so candidates need to aim for 60%+ of the marks on the test to gain the 'achieved' grade.

Typically, performance across the tests was uneven; many perform well enough in some LOs and questions within the test but not consistently enough to get to the 'achieved' boundary mark, with many being given marks in the upper teens and lower twenties.

LO1 was the best section of the test for candidates in January 2025. LO3 and LO4 were both done quite well. LO2 had the lowest average item facility out of the four areas of content in the unit, although the average score for the LO2 questions was still a little above half marks.

Learning outcome 1: Questions 1 - 16

This LO covers core anatomy and the physiology of the musculoskeletal system.

This was the best answered LO overall this series, marginally ahead of LO3 and LO4.

Candidates did well on many questions in this section and very well on Questions 2, 5 and 14 in particular. Questions 4 and 10 were the most difficult for candidates in this section.

Learning outcome 2: Questions 17 - 28

This LO covers the cardio-vascular and respiratory systems. This LO contains content of a technical nature and terminology where component names and functions can be easily confused and as noted in the general comments, this section was the one candidates found hardest this series.

Questions 18 and 20 were the best answered; Questions 23, 25 and 28 were the most difficult for candidates to score on in this section.

Learning outcome 3: Questions 29 - 34

This LO relates to health measurements such as BMI, blood pressure and body fat and the candidates need to know normative data and standard values and classifications for some of these elements of the section in order to answer the questions. As noted in the 'assessment for learning' section, if candidates can get more secure with their recall of these categories and classifications, many could be given 5 or 6 marks out of 6.

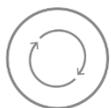
Performance was reasonable on this section, with more candidates getting the mark than not on most questions. Question 33 proved the most difficult for candidates in the section.

Learning outcome 4: Questions 35 - 40

LO4 is about the trends in participation within sport and physical activity. The candidates do not need to know or to be able to recall statistics themselves (in contrast to LO3) as this data can vary significantly over time and as between sources. With this in mind, the relevant information is provided within the test and the candidates have to be able to correctly respond to the stimulus data which is provided. As far as possible, some degree of interaction and interpretation of the information provided is required for the questions, rather than that answers can simply be read from the source material.

This section is usually done quite well; performance was good again this series. Questions 35 and 38 were answered the least well.

Assessment for learning



- Performance on Learning outcome 1 has generally been quite sound over time on these tests but Learning outcome 2 (cardio-respiratory system) is more variable. As noted in the report, scoring half marks or less on either of these larger Learning outcomes in the test makes achieving the boundary mark quite difficult, so making sure candidates are secure in their knowledge of both of these areas is key.
- Learning outcome 3 often contains several items where knowing the different classification categories is critical – e.g. for BMI or blood pressure. Candidates can be confident of scoring well on Questions 29-34 if they have good knowledge of what the different health measures show so this is an area worth focusing on in preparation and revision.

Appendix 1 Questions

Question 1

What bones are found in the feet and ankles?

A Carpals and metacarpals

B Carpals and metatarsals

C Tarsals and metacarpals

D Tarsals and metatarsals

[1]

Question 2

What is the main function of the cranium?

A Move the neck

B Move the shoulder

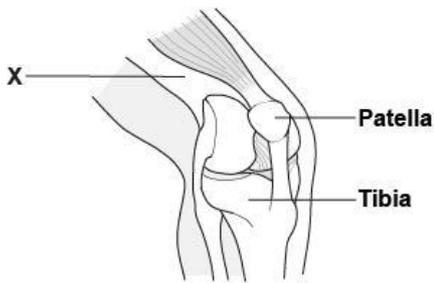
C Protect the brain

D Protect the lungs

[1]

Question 3

This is an image of the knee joint.



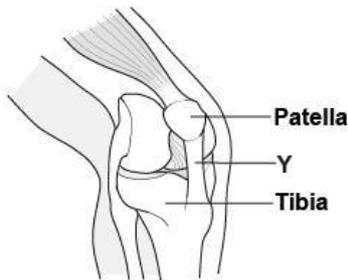
What is the bone labelled **X** called?

- A
- B
- C
- D

[1]

Question 4

This is an image of the knee joint.



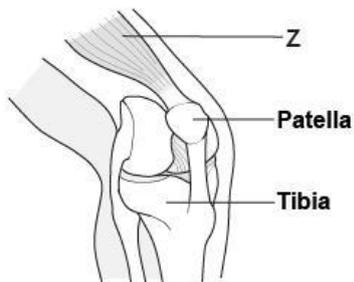
What is the connective tissue labelled **Y** called?

- A
- B
- C
- D

[1]

Question 5

This is an image of the knee joint.



What is the muscle labelled **Z** called?

- A
- B
- C
- D

[1]

Question 6

What movement does the knee joint allow?

- A
- B
- C
- D

[1]

Question 7

What is the fluid found in a joint that helps reduce friction?

A Saddle

B Scapula

C Synovial

D Systolic

[1]

Question 8

What does having increased muscle hypertrophy mean?

A Muscles are less tolerant to lactic acid

B Muscles become bigger and stronger

C Muscles have fewer capillaries

D Muscles have more alveoli

[1]

Question 9

Which of the following is a pivot joint?

A Neck

B Shoulder

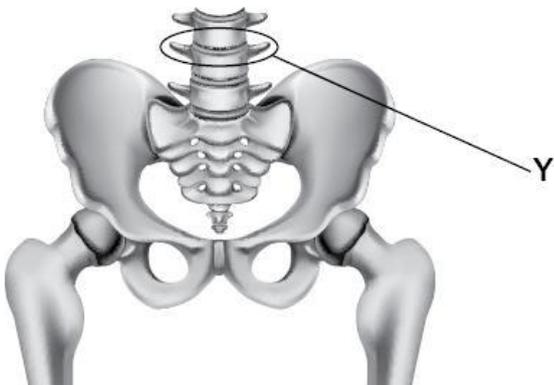
C Thumb

D Wrist

[1]

Question 10

The image shows part of the human skeleton.



What type of joint is labelled Y?

A Ball and socket

B Gliding

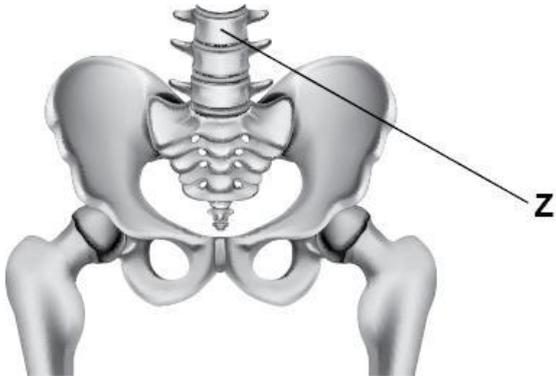
C Pivot

D Saddle

[1]

Question 11

The image shows part of the human skeleton.



What is the bone labelled **Z**?

A Clavicle

B Pelvic girdle

C Sternum

D Vertebrae

[1]

Question 12

Which of the following is **not** a musculoskeletal health benefit?

A Better joint stability

B Greater flexibility

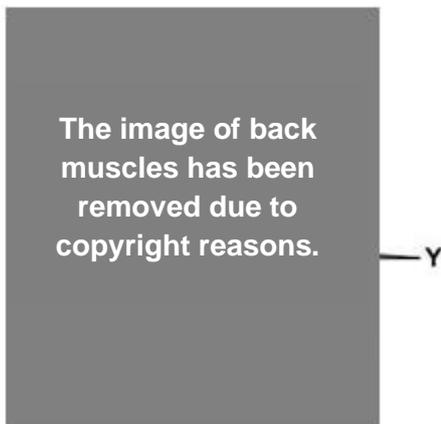
C Increase VO₂ max

D More power

[1]

Question 13

This is an image of some of the muscles found at the back of the body.



What are the muscles labelled **Y** called?

A Gastrocnemius

B Gluteus maximus

C Latissimus dorsi

D Trapezius

[1]

Question 14

This is an image of some of the muscles found at the back of the body.



What are the muscles labelled **Z** called?

A Gastrocnemius

B Gluteus maximus

C Latissimus dorsi

D Trapezius

[1]

Question 15

Complete the following sentence.

A function of the skeleton is to store _____ .

A Bones

B Cartilage

C Minerals

D Oxygen

[1]

Question 16

What type of joint is found in the wrist?

A Ball and socket

B Condylloid

C Pivot

D Saddle

[1]

Question 17

What component of the heart receives blood from the pulmonary vein?

A Left atrium

B Left ventricle

C Right atrium

D Right ventricle

[1]

Question 18

Which **one** is **not** a component of blood?

A Carbon dioxide

B Plasma

C Red cells

D White cells

[1]

Question 19

What is the function of the trachea?

- A Acts as a voicebox
- B Allows gaseous exchange to occur
- C Prevents food from entering the airway
- D Transports air to and from the lungs

[1]

Question 20

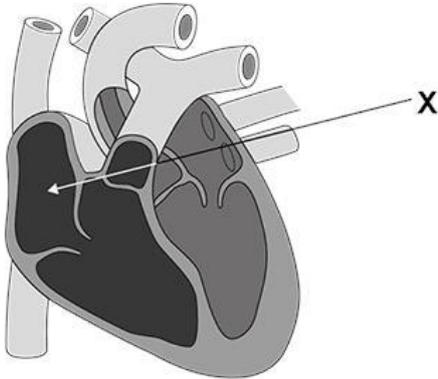
Which **one** of the following is a respiratory muscle?

- A Deltoid
- B Diaphragm
- C Pectoral
- D Soleus

[1]

Question 21

This image shows parts of the heart.



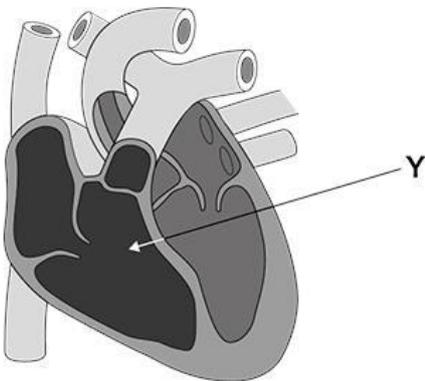
What is the part labelled X called?

- A
- B
- C
- D

[1]

Question 22

This image shows parts of the heart.



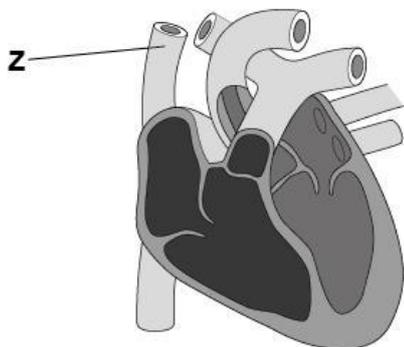
What is the part labelled Y called?

- A
- B
- C
- D

[1]

Question 23

This image shows parts of the heart.



What is the part labelled **Z** called?

- A
- B
- C
- D

[1]

Question 24

Which is a function of the cardiac system?

- A
- B
- C
- D

[1]

Question 25

What is the amount of blood pumped every minute by the heart called?

A Blood pressure

B Cardiac output

C VO2 max

D Resting heart rate

[1]

Question 26

What is **not** a health benefit if a person's asthma symptoms are eased?

A Reduced breathing difficulties

B Reduced coughing

C Reduced vascular disease

D Reduced wheezing

[1]

Question 27

Where does gaseous exchange take place?

A Alveoli

B Bronchioles

C Nasal cavity

D Trachea

[1]

Question 28

What does CPD stand for?

A Capillary Pulmonary Disease

B Cardio Pulmonary Disease

C Cavity Pulmonary Disease

D Coronary Pulmonary Disease

[1]

Question 29

What does bpm stand for?

A Beats per minute

B Blood pressure measurement

C Body percentage mass

D Breaths per minute

[1]

Question 30

What does the peak flow test measure?

A Blood pressure

B BMI

C Heart rate

D Lung capacity

[1]

Question 31

The table shows BMI measurements.

Name	BMI
Person A	42
Person B	24

What weight classification is person A?

A

B

C

D

[1]

Question 32

The table shows BMI measurements.

Name	BMI
Person A	42
Person B	24

What weight classification is person B?

A

B

C

D

[1]

Question 33

What is measured when calculating lung capacity?

A Volume of air

B Volume of blood

C Volume of capillaries

D Volume of oxygen

[1]

Question 34

What is considered to be low blood pressure?

A Above 140/90

B Below 90/60

C Between 120/80 – 140/90

D Between 120/60 – 120/80

[1]

Question 35

Which **one** is a cultural barrier to sport and participation?

A Disability

B Family commitments

C Gender

D Income

[1]

Question 36

Which **one** of the following can help to reduce cultural barriers to accessing sport facilities?

A Braille

B Hearing loops

C Multilingual signs

D Wheelchair ramps

[1]

Question 37

Which **one** of the following is a solution to increasing awareness of a physical activity?

A Advertising campaign

B Assistive technology

C Religious beliefs

D Work restrictions

[1]

Question 38

The table shows a timetable for a swimming pool.

Times:	Monday – Friday	Saturday and Sunday
8 am – 10 am	Children's swim	Swimming lessons
10 am – 12 noon	School swimming	Swimming lanes
12 noon – 2 pm	Casual swim (Adults only)	Aqua fit swim (Adults only)
2 pm – 4 pm	Swimming lessons (Under 5s)	Swimming for Fitness (Women only)
4 pm – 6 pm	Swimming for the over 50s	Swimming for the over 50s
6 pm – 8 pm	Swimming gala competition	Swimming gala competition

How many hours is swimming for **only** the over 50s available over the entire week?

A 2

B 4

C 10

D 14

[1]

Question 39

The table shows a timetable for a swimming pool.

Times:	Monday – Friday	Saturday and Sunday
8 am – 10 am	Children's swim	Swimming lessons
10 am – 12 noon	School swimming	Swimming lanes
12 noon – 2 pm	Casual swim (Adults only)	Aqua fit swim (Adults only)
2 pm – 4 pm	Swimming lessons (Under 5s)	Swimming for Fitness (Women only)
4 pm – 6 pm	Swimming for the over 50s	Swimming for the over 50s
6 pm – 8 pm	Swimming gala competition	Swimming gala competition

Which group of people do **not** have their own specific swimming time?

- A
- B
- C
- D

[1]

Question 40

Which **one** of the following is **not** an example of specialised activity programming?

- A
- B
- C
- D

[1]

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

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**
-  **facebook.com/ocrexams**
-  **twitter.com/ocrexams**
-  **instagram.com/ocrexaminations**
-  **linkedin.com/company/ocr**
-  **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



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](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

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.