

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 June 2025

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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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (traditional 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 by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

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 and not crossed out the first 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. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. 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).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

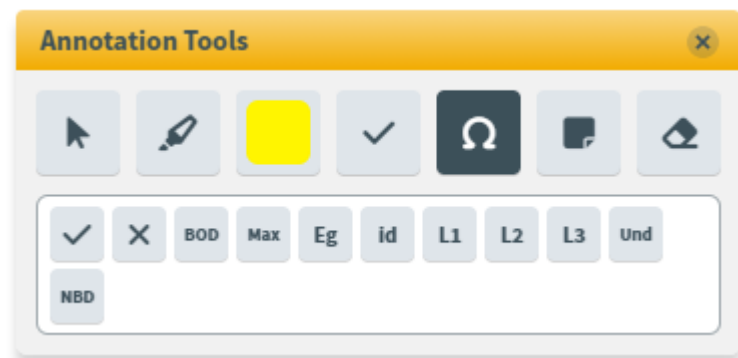
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501

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

11. Annotations**Annotation**

✓

X

BOD

NBD

id

Eg

Und

L1

L2

L3

Meaning

Valid point, mark awarded

Incorrect

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			Two marks from two of the following: 1. Improved mood/happiness/well-being (through releasing muscular and mental tension) 2. Skin looks healthier (due to increased blood flow to the surface) 3. Blood pressure lowers (due to improved function of the cardiovascular system) 4. Sleep is improved (to allow muscles time to repair) 5. Metabolism is boosted (to convert calories into energy)	2	Accept other relevant responses
2			<u>Weightlifting</u> Identify (1 mark) - Anaerobic Justification – Max two marks from any two of the following 1. Does not require oxygen 2. High intensity exercise 3. Short duration of time 4. Lactic Acid can be produced 5. utilises glycogen stored in muscles for energy 800m Freestyle Swim Identify (1 mark) - Aerobic Justification – Max two marks from any two of the following 6. Does require oxygen 7. Low/moderate intensity exercise 8. Long duration of time	6	Learners must achieve the identification mark for each activity to then be able to achieve the justification mark. If they don't achieve identification mark then no justification mark can be awarded – unless aerobic/anaerobic is accurately referenced as part of an otherwise correct justification Accept other relevant justification responses

Question			Answer	Marks	Guidance										
3			One mark available from each part (2 marks in total) 1. Increases the size/strength of muscles OR helps to generate more power from the muscles 2. Helps to create more height on their jump OR they are able to clear the bar at a greater height/jump higher 3. Can increase muscular endurance 4. They can compete/train for longer	2	Accept other relevant responses Perform better - NBD										
4			A	1											
5			Four marks for: <table><tr><td>Factor</td><td>Answer (Intrinsic or Extrinsic)</td></tr><tr><td>Equipment</td><td>Extrinsic</td></tr><tr><td>Participant preparation</td><td>Intrinsic</td></tr><tr><td>Posture</td><td>Intrinsic</td></tr><tr><td>Type of activity</td><td>Extrinsic</td></tr></table>	Factor	Answer (Intrinsic or Extrinsic)	Equipment	Extrinsic	Participant preparation	Intrinsic	Posture	Intrinsic	Type of activity	Extrinsic	4	
Factor	Answer (Intrinsic or Extrinsic)														
Equipment	Extrinsic														
Participant preparation	Intrinsic														
Posture	Intrinsic														
Type of activity	Extrinsic														

Question	Answer	Marks	Guidance
6*	Cool Down Design to include • Pulse Lowering (e.g. slow jog, brisk walk) Approx 5 minutes • Stretches (e.g. Calf stretch, hamstring stretch – accept any named muscle stretch relevant to football) Stretches covering full body Purpose of Cool Down • Gradually lower heart rate (e.g. to prevent heart problems) • Gradually lower body temperature • Maintain rate of blood circulation / prevent rate of blood circulation dropping too quickly (e.g. to prevent blood pooling that can lead to dizziness / fainting) • Gradually reduce breathing rate • Remove waste products (e.g. lactic acid to prevent DOMS/ muscle stiffness/soreness, e.g. carbon dioxide) • May include other areas such as aids recovery, reduce soreness, should be relevant to football DNA – reduce risk of injury.	6	MB3 – 5-6 marks • Answer offers suitable suggestions of cool down activities with full and accurate exemplification • Answer offers comprehensive justification of purpose of cool-down which successfully considers all/most of the factors. • Quality of written communication show few errors in grammar, punctuation and spelling MB2 – 3-4 marks • Answer offers suitable suggestion of cool down activities with some exemplification • Answer offers some justification of purpose of cool-down but may not take all factors into consideration • Quality of written communication show occasional errors in grammar, punctuation and spelling MB1 – 1-2 marks • Answer offers some suggestions of cool down activities but gives little or no exemplification • Answer offers limited, or no justification of purpose of cool-down and consideration of the factors related • Quality of written communication show errors in grammar, punctuation and spelling may be noticeable and intrusive

Question		Answer	Marks	Guidance
7	(a)	Three marks for three from: Level of experience / ability Level of fitness / disability Confidence Ease of access/locality Cost Time Preference/enjoyment Demands of sport / activity Seasonal considerations Indoor or outdoor Provision/equipment/facilities	3	Accept answer if embedded within an example Accept other relevant responses
	(b)	One mark for a sport or physical activity: Football, Rugby, Cricket, Netball, Basketball etc Walking Football, Tag Rugby, Martial Arts Rock Climbing Gymnastics / Cheerleading Tennis, Badminton, Squash Justification of Reasoning (One mark for any of the following – max 3 marks) • Eve has moved on her own so may want to meet new people / make friends / socialise for enjoyment. • Eve can address her work/life balance and improve her well-being • Eve needs an activity that is flexible to her lifestyle • Eve is increasing her activity levels therefore may need something that is not too demanding in terms of fitness or skill levels • Eve can help to improve her teamwork and communication skills • Eve needs to be able to access the activity easily	4	Accept any other suitable example of a sport or physical activity. Justification marks should make sense in the context of the example of sport or physical activity given. Accept other relevant justification responses that specifically address Eve's needs based on the information provided in the question

Question			Answer	Marks	Guidance												
	(c)		A, B, G	3													
8			One mark for any of the short term effects and then additional mark for link to basketball. <table><thead><tr><th>Short Term Effect</th><th>Impact and link to basketball</th></tr></thead><tbody><tr><td>Increase synovial fluid</td><td>Increase range of movement – can defend and intercept the ball</td></tr><tr><td>Muscles Stretch / Tendons stretch</td><td>Improve flexibility – can intercept / turn ball over / block the ball.</td></tr><tr><td>Muscle fibres tear</td><td>Muscle soreness and fatigue – basketballer has lower power in pass or shot, less height when jumping, can't sprint as quick on fast break.</td></tr><tr><td>Lactic Acid builds up in working muscles</td><td>Muscle soreness and fatigue – basketballer has lower power in pass or shot, less height when jumping, can't sprint as quick on fast break.</td></tr><tr><td>Increase in muscle temperature</td><td>Improve mobility/flexibility – can intercept / lose defenders / find space better</td></tr></tbody></table>	Short Term Effect	Impact and link to basketball	Increase synovial fluid	Increase range of movement – can defend and intercept the ball	Muscles Stretch / Tendons stretch	Improve flexibility – can intercept / turn ball over / block the ball.	Muscle fibres tear	Muscle soreness and fatigue – basketballer has lower power in pass or shot, less height when jumping, can't sprint as quick on fast break.	Lactic Acid builds up in working muscles	Muscle soreness and fatigue – basketballer has lower power in pass or shot, less height when jumping, can't sprint as quick on fast break.	Increase in muscle temperature	Improve mobility/flexibility – can intercept / lose defenders / find space better	2	Learners must achieve the identification mark for the short-term effect to then be able to access the explanation/impact mark. Impact/basketball link must correspond with the short-term effect given – cannot link to a different short-term effect. Explanation of impact must relate to or reference basketball Accept other suitable links to impact on a basketball player in a game
Short Term Effect	Impact and link to basketball																
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Question			Answer	Marks	Guidance
9			Identify (1) Explain (1) Increase in size and strength of the cardiac muscle (1) Increases the volume of blood that can leave the heart per beat (stroke volume) (1) Increase number of red blood cells in the body (1) Red blood cells carry oxygen, so more oxygen can be transported around body (1) Increase number of capillaries at muscles (1) allows more gaseous exchange to take place and more oxygen to be diffused into muscle from blood (1) The increased size and strength of the respiratory muscles increases respiratory volumes (1), allowing more oxygen to be diffused into the blood (1) Increased number of alveoli (1) improves the efficiency of gaseous exchange (1)	4	Max 2 marks for identification points only. 2nd mark for each point must be an explanation. Accept other relevant responses DNA 'increase volume of oxygen to muscles' on its own (in question) – must be developed and linked to an identified long term effect

Question			Answer	Marks	Guidance
10			Two marks from the following 1. Smaller size ball 2. Touch rules / No tackles / less contact / use of tags 3. Smaller pitch size 4. Fewer players in a team / small-sided games 5. Simplified rules (e.g. allow forwards passes) 6. Remove rules such as scrum, line-out, kicking 7. Shorter match time 8. Make games more fun 9. Remove conversions 10. Try score = 1 point make it easier for them to understand	3	Accept answer if embedded within an example Accept other relevant responses related to rugby

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