

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

Unit 2 January 2023 series

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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 OCR.

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Unit 2 series overview

The quality of responses to this Unit 2 paper could be improved. There seemed to be some difficulty with recognising the intent or purpose of a question, leading to misunderstandings regarding the response needed.

Some candidates were well prepared by their centres, who have clearly been following the contents of the Unit 2 specification and teaching content closely. Most candidates were more successful with questions that required shorter responses. Where questions carried higher maximum marks such as 3, 4 or 6 marks, candidates often struggled to score more than half marks because they did not appreciate the extra depth of understanding they were expected to demonstrate to achieve the higher marks, even though in many cases the number of responses required was specified in the question.

The quality of written communication overall could also be improved. Few candidates scored well for this in Question 7 and spelling of key terminology was often inaccurate.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> maximised the contribution of the multi-choice, true/false and shorter response questions to their overall score. 	<ul style="list-style-type: none"> misinterpreted the intention or purpose of a question did not recognise the different response required when referring to short term and long term benefits did not recognise that the levelled question (Question 7) required an extended response.

Question 1

Describe **four short term** health benefits from regular participation in sport and physical activity.

1

2

3

4

[4]

This opening question seemingly provided a good opportunity to collect early marks, however many candidates mistakenly referred to long term benefits such as control of body weight, rather than the short term benefits required. Many misunderstood the question and referred to short term effects of exercise on one of the body systems, such as increased heart rate, rather than a health benefit. The most commonly given correct responses were related to improved mood and well-being and healthier looking skin.

Assessment for learning



Candidates should be taught to identify the phrase 'short term' in the question and know that this refers to what happens during exercise or shortly after. They should be taught that 'long term' refers to the changes or adaptations that result due to exercising repeatedly over a prolonged period of days, weeks or months.

Question 2

By completing training and exercise the body undergoes short and long term musculoskeletal effects.

In the table below, select the correct column to show if each musculoskeletal effect given is a short **or** long term effect.

Musculoskeletal effect	Short term	Long term
Cartilage in joints grows thicker and strengthens the joint	<input type="radio"/>	<input type="radio"/>
Lactic acid builds in the working muscles resulting in muscle soreness and fatigue	<input type="radio"/>	<input type="radio"/>
Ligaments are able to hold more load as collagen fibres increase	<input type="radio"/>	<input type="radio"/>
Muscle fibre tears mean muscle soreness and fatigue	<input type="radio"/>	<input type="radio"/>

[4]

This question was answered very well by the majority of candidates, showing a good understanding of the short term and long term effects of training on the musculoskeletal system. Perhaps this also demonstrates a greater degree of comfort with this either/or format of question.

Question 3

Describe the **vascular shunt** mechanism that occurs once physical activity has started.

[2]

This question presented a significant challenge to the majority of candidates. Very few were aware of the nature of the vascular shunt mechanism and so did not score any marks. Most candidates were unaware of its contribution to cardiovascular efficiency during exercise and mistakenly referred to the mechanism in relation to breathing, or energy production, or adrenaline distribution.

Question 4

An activity such as the 100m sprint is classified as anaerobic, because it is high intensity for a short duration.

Identify **two other** reasons why an activity would be classified as being **anaerobic**.


1

2

[2]

A significant proportion of candidates responded to this question in terms of anaerobic activity being of high intensity of short duration. While correct, these characteristics were stated in the question and two other reasons were required. Not many candidates gained credit for stating that anaerobic activity was completed without oxygen, while almost none stated that anaerobic exercise utilised glycogen to create energy. Some candidates misinterpreted the question and gave two further examples of an anaerobic activity, such as long jump.

Misconception



There appears to be confusion around the nature of aerobic and anaerobic exercise. Aerobic exercise tends to be of low intensity over a long duration (such as a 5000m run), whereas anaerobic exercise tends to be of high intensity over short duration (e.g. 100m sprint). Anaerobic activity uses glycogen as the fuel to create energy and is completed without oxygen. It is a misconception to say that anaerobic exercise is completed with less oxygen or little oxygen.

Question 5

Describe **four long term** health benefits gained from regular participation in sport and physical activity.

1

2

3

4

[4]

Many candidates scored well in this question for listing long term health benefits gained from regular participation in sport and physical activity such as delaying the onset of osteoporosis through developing stronger or more dense bones. Others correctly referred to its role in controlling body weight. A common error was to refer to a fitness benefit such as improved cardiovascular endurance, without making it clear how that might also benefit health in the long term. Others referred to long term effects on the body systems, again without making it clear how that benefitted health.

Assessment for learning



Candidates need to know how to distinguish between what is a health benefit, what is a fitness improvement and what is an adaptation to one of the body systems. All three are positively impacted in the long term by regular participation in sport and physical activity, but candidates must make sure they correctly identify the purpose of the question and which of these elements is being examined.

Question 6.1

(a) Complete the statement below about long term cardiorespiratory effects of physical activity using terms from the drop down list.

An in strength and size of the cardiac muscle increases the volume of that can be pumped by the heart to the .

[3]

This question was answered well by most candidates who gained the maximum 3 marks available, demonstrating good knowledge of the long term effects of physical activity on the cardiorespiratory system.

Question 6.2

(b) Is the following statement true or false?

A decreased number of capillaries in the muscles allows more blood to reach working muscles.

True

False

[1]

The majority of candidates answered this question correctly, although some appeared confused by the phrasing of the question.

Question 7

- * Describe and justify a suitable warm up for a 27 year old tennis player.

Explain how improved flexibility and a greater range of movement occurs because of a warm up.

[6]

This question (denoted by an *) required extended writing with a maximum of 6 marks available. The question was relatively simple in structure and required candidates to describe a suitable warm up for a 27 year old tennis player. Few candidates recognised that a thorough warm up consists of five phases completed in a particular sequence (as specified in the Unit 2 Teaching Content). Some referred to two or three of those phases or showed understanding by providing suitable examples of exercise/activities to be included in the warm up. The second part of the question was often neglected, with only a few demonstrating an understanding of how these activities contributed to an improvement in flexibility and a greater range of movement, usually by referring to an increase in muscle temperature aiding the ability to stretch muscles.

This question also included a judgement on the quality of written communication. Overall, the quality of this could be improved, perhaps indicating that many candidates were not aware that this was being judged. It was also difficult to assess this as responses were often short and undeveloped. This recognition and identification of the levelled response (*) question in future papers is something that centres can improve on, as well as emphasising the need to write an extended, structured response.

Question 8

Explain how participation in a physical activity like yoga, can help improve mental health.

[3]

Candidates responded well to this question and were able to explain how participation in a physical activity such as yoga can help to improve mental health by referring to the many possible responses allowed on the mark scheme. Most commonly these would be that yoga can reduce stress, is calming and relaxing in nature and can distract you from whatever is troubling you.

Assessment for learning



Some questions (such as Questions 1 and 5 on this paper) ask for a specified number of responses for a mark each. However, candidates would benefit from understanding that questions are sometimes written like this one, where they are required to explain something fully and 3 marks are on offer. Although the number of different responses required is not directly specified, the requirement to give three separate reasons for 3 marks is still necessary.

Question 9.1 (a)

(a) Explain using practical examples **two** ways a sports club can adapt a session for people with physical health disabilities.

Example 1:

Explanation:

Example 2:

Explanation:

[4]

Candidates seemed not to have understood this question. Firstly, the question specifically asks for ways a 'session' can be adapted to meet the needs of people with physical health disabilities, so references to improvements in facilities or access (e.g. hoists or ramps) could not be accepted. Secondly, many used the example box to refer to an example of a physical health disability such as 'blindness' or 'hearing difficulty' rather than a practical example of how a session could be adapted. Or they used it to refer simply to an example of a sport (such as football or basketball) which they would then go on to explain successfully how they would go about adapting it in the explanation box. This resulted in lost marks. Most candidates who collected marks for this question gave good descriptions of adaptations to rules, playing conditions, equipment or delivery within a session, with using a ball with a bell in it to assist visually impaired people to locate its position the most common response.

Question 9.2 (b)

(b) A 16 year old is diagnosed with asthma, which is a lung condition that can cause breathing difficulties.

Explain the benefits of participating in swimming for someone with asthma.

[3]

Few candidates were able to fully explain the benefits of swimming for someone with asthma. Most commonly, reference was erroneously made to swimming being easier, less tiring or even not needing to breathe as the swimmer was under water. Some candidates were able to collect a mark for explaining that swimming could improve lung function or that the effects of asthma would be reduced. The benefits of the warm moist air of a swimming pool, in comparison to the cold dry air outdoors in winter, was rarely recognised.

Question 10

Give **two** examples of when you should refer for professional advice when treating a sports injury.

Example 1:

Example 2:

[2]

Many candidates scored well here by offering examples of severe acute sports injuries that warrant the involvement of professional advice, such as a fracture or a ligament tear. Concussion/head injury was also a common response. Sometimes candidates mistakenly referred to the sporting incident such as 'a bad tackle' rather than the injury itself.

Question 11

Give **two** examples of how low energy stores increases the risk of a sports injury.

Example 1:

Example 2:

[2]

The most commonly given correct response to this question was that low energy stores would lead to tiredness or fatigue, causing injury. Few candidates successfully collected a second mark for a second example. References to 'laziness' did not score a mark.

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