

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

Unit 2 Summer 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.

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Unit 2 series overview

The quality of responses to this Unit 2 paper was generally encouraging and an improvement on more recent series.

The more successful candidates were well prepared by their centres, who have clearly been following the contents of the Unit 2 specification closely. Candidates generally provided good answers for questions that required shorter responses. Where questions carried higher maximum marks such as 5 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. Furthermore, there appeared to be some difficulty with recognising the intent or purpose of these longer response questions, leading to misunderstandings regarding the response needed.

The quality of written communication overall was adequate, although few candidates scored well for this in Question 7.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • maximised the contribution of the multi-choice, true/false and shorter response questions to their overall score • understood the intention or purpose of the questions by identifying key words in the question • limited themselves to responses related only to the body system referred to in the question. 	<ul style="list-style-type: none"> • misinterpreted the intention or purpose of a question • did not recognise the different responses required when referring to short-term or long-term benefits • did not recognise the points value of a question and therefore make sufficient valid responses to score well • did not recognise that the levelled response question, Question 7, required an extended answer • did not understand the importance and meaning of the command word used at the start of the question.

Question 1

Describe **four** short-term cardiorespiratory effects experienced when participating in sport and physical activity.

[4]

1

2

3

4

This opening question provided a good opportunity to collect early marks, however some candidates mistakenly referred to long-term benefits such as an increase in capillaries or red blood cells, rather than the short-term effects required. Most candidates recognised which body system was being examined here and confined themselves to responses relevant to the cardiorespiratory system. The most commonly given correct responses were related to increased heart rate, breathing rate and blood pressure.

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.

Question 2

The purpose of a warm up and a cool down is very different.

For **each** example of a purpose, select from the list the correct answer for whether it is a purpose of a warm up or a cool down.

[4]

Purpose	Answer
Increase flexibility in joints and muscles	<input type="text"/>
Increase heart rate	<input type="text"/>
Increase speed of muscular contraction	<input type="text"/>
Prevent blood circulation from dropping too quickly	<input type="text"/>

This question was answered very well by the majority of candidates, showing a good understanding of the purpose of both a warm-up and a cool-down. Perhaps this also demonstrated a greater degree of comfort with this either/or format of question.

Question 3

Identify **two** waste products removed by a cool down.

[2]

1

2

This question presented a challenge to the majority of candidates. While some were aware that one of the purposes of a cool-down was to remove lactic acid from the muscles, few could correctly identify a second waste product. A common misconception seemed to be that sweat was a waste product. Sometimes candidates misinterpreted the question and attempted to describe the content or purpose of a warm-up in more general terms when, in fact, it was much simpler than that.

Question 4

Sporting events like long distance cycling are classified as being aerobic.

Identify **two** reasons why an activity would be classified as aerobic.

[2]

1

2

Most commonly candidates responded to this question in terms of aerobic activity being of long duration (although few mentioned low intensity). Others gained credit for stating that aerobic activity utilises oxygen.

Misconception



Although a question of this nature appears in the paper most years, there still appears to be confusion for some candidates around the nature of aerobic and anaerobic exercise. Aerobic exercise tends to be of low intensity over a long duration (such as the long distance cycling described in this question), whereas anaerobic exercise tends to be of high intensity over short duration (e.g. 100m sprint).

Furthermore, aerobic activity uses oxygen for energy, whereas 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. Likewise, it would not be correct to state that aerobic exercise requires 'air', which is a common misconception.

Question 5

Participation in racquet sports such as badminton can have long-term musculoskeletal effects on the body.

Explain **one skeletal** and **one muscular** long-term effect **and** the impact that has on the body.

[4]

Skeletal effect

Impact

Muscular effect

Impact

Generally speaking, candidates were able to identify the long-term effects, often referring to stronger/denser bones or stronger/bigger muscles (hypertrophy), but then struggled to explain the impact that these long-term effects had on the body or on performance in racquet sports such as badminton. Many merely repeated, or continued to describe, the effect. For example, 'bigger muscles make you stronger' rather than 'bigger muscles can help you hit the shuttlecock harder'. Sometimes candidates mistakenly focused on perceived negative effects such as an increased risk of injury.

Question 6 (a)

(a) Complete the statement below about short-term musculoskeletal effects of physical activity for an individual.

Select appropriate terms from the drop-down list.

[3]

During an exercise session there is an increase in in the joints, which increases the range of movement. The muscles also . This improves the person's and mobility.

This question was answered well by most candidates who gained most if not all of the 3 marks available, demonstrating good knowledge of the short-term effects of physical activity on the musculo-skeletal system.

Question 6 (b)

(b) Is the following statement true **or** false?

Sleep helps muscles repair after an exercise session.

[1]

True

False

The overwhelming majority of candidates answered this question correctly.

Question 7*

* A 40-year-old cross country runner has been competing for 25 years.

They train 3 times per week.

One of the long-term cardiorespiratory effects experienced is that the size and strength of their cardiac muscle has increased.

Explain why increasing the size and strength of the cardiac muscle helps competitive cross country running performance.

[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 explain why increasing the size and strength of the cardiac muscle helps competitive cross-country running. Some candidates correctly referred to how this could increase the volume of blood pumped by the heart and so increasing the amount of oxygen going to the working muscles. However, some candidates did not recognise the significance or the meaning of the word 'cardiac' in the question, so mistakenly explained the long-term effects of exercise on muscles in general.

Some candidates did recognise the need to explain how this could improve our runner's performance in a cross-country running race. However, responses to this part of the question were largely superficial in nature. In some cases, candidates referred to health benefits, such as reduced risk of heart disease rather than performance benefits.

This question also included a judgement on the quality of written communication. Overall, the quality of this from most candidates was better than in previous years; perhaps indicating that candidates were more aware that this was being judged. However, responses were often short and undeveloped, restricting access to the higher bands. This recognition and identification of the levelled response (*) question in future papers is still something that centres can improve on, as well as emphasising the need to write an extended, structured response.

Assessment for learning



Candidates should be taught to identify the phrase 'long-term' in the question and know that this refers to the changes or adaptations that result in your body systems due to exercising repeatedly over a prolonged period of days, weeks or months (or, as in the question, years).

Assessment for learning



Candidates should be taught to identify the key word in the question that signposts which of the body systems is being examined. In this case it was the cardiorespiratory system, and candidates should be advised to restrict their responses to that system. There is no credit given for giving responses related to other systems, even if they are accurate.

Question 8

Explain how social skills can be developed by participation in a team sport.

[5]

Candidates responded well to this question and were able to explain how participation in a team sport can develop social skills. Most commonly they referred to improving communication skills, improving their self-esteem/self-confidence, or simply meeting new friends. Too often, candidates wrote extended passages of text but in a way that just reiterated, reinforced and exemplified the single point, rather than explaining multiple different ways in which team sports can develop social skills.

Assessment for learning



Questions such as this one offer a significant number of marks - in this case 5 marks. Candidates would benefit from understanding that they are required to explain something fully, giving multiple different reasons. Although the number of different responses required is not directly specified, the requirement to give five separate and distinct reasons for 5 marks is still necessary and should be apparent.

Question 9 (a)

(a) Other than managing weight, identify **three** conditions that could be managed through sport and physical activity.

[3]

1

2

3

Most candidates recognised that the term 'conditions' referred to medical or health issues that could be managed through exercise. The most common responses were asthma or references to mental health conditions.

Assessment for learning



Candidates should be taught to fully understand the command word in the question. In this case IDENTIFY means simply to list or name and there is no need to describe or explain further.

Question 9 (b)

(b) Describe **two** ways a game of basketball can be adapted to meet the needs of children under the age of 8.

[2]

The question asks for ways a game can be adapted to meet the needs of children under the age of 8, Most candidates who collected good marks for this question gave descriptions of adaptations to court size, rules, or equipment, with lowering the basket to an appropriate height the most common response.

Question 10

Explain what is meant by RICE treatment of a sports injury.

[4]

1

2

3

4

Clearly the majority of candidates recognised the acronym RICE and knew that it referred to Rest Ice Compression Elevation. Unfortunately, this was insufficient to warrant any marks. Even in cases where candidates offered more, for example, 'rest means you have to rest the injured part', this still did not offer sufficient reason or purpose to gain a mark as it did not give any indication as to why one needs to rest.

Assessment for learning



Candidates should be taught to identify and fully understand the command word at the beginning of the question. In this case EXPLAIN means 'to give account of the purposes or reasons' and requires more than a one word answer. Candidates should also be taught to recognise that the amount of blank space or lines given for the response gives some indication of the length of response needed.

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