

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report



SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

Unit 2 January 2020 series

Version 1

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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.

You can now find the results awarded in 2018/19 for some Cambridge Technical subject areas.

As a centre approved to offer our Cambridge Technicals qualifications, we wanted to let you know we have now published the [results awarded](#) for 2018/19 Level 2 and 3 Cambridge Technicals (2016 suite). This information is helpful in allowing you to compare your centre achievements alongside national outcomes.

To browse to the document, log in to [Interchange](#), click on 'Resources and materials>Past papers and mark schemes' in the left-hand menu and select 'Cambridge Technicals (2016) Results Awarded 2018/2019' from the drop-down list.

Unit 2 series overview

The quality of responses to this Unit 2c paper was more encouraging than in previous sessions.

The more successful candidates were well-prepared by their centres, who have clearly been following the contents of the Unit 2 specification closely. Most candidates were much more successful with questions that required shorter responses. Where questions carried higher maximum marks such as 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.

The quality of written communication overall was improved and spelling of key terminology was generally sound.

Question 1 (a)

Sporting activities can be classified as aerobic, anaerobic or both.

For each performer below, identify whether their participation will be aerobic, anaerobic or both.

1 Football midfield player

2 1500m swimmer

3 100m sprinter

[3]

This question offered the candidate the opportunity to start the paper positively by collect 3 relatively simple marks, as the three possible responses are given in the question. Encouragingly, only a few candidates did not take this opportunity by confusing the nature of aerobic and anaerobic activities.

Question 2

Describe the vascular shunt mechanism during exercise.

[3]

A good number of candidates appeared to be well-prepared for this question, offering an accurate description of the vascular shunt mechanism during exercise. Most gained 2 marks for stating that blood flow is directed away from the inactive muscles and redirected towards the working muscles. However, only a minority gained full marks for also stating that blood flow is also directed away from inactive organs.

Question 3 (a)

- (a) Select whether the following statement is true or false.

A short term health benefit of participation in physical activity is that it improves a person's sleep.

- True
- False

[1]

Nearly all candidates answered this question correctly.

Question 3 (b)

- (b) Identify a long term benefit that participation in physical activity can have on a person's body weight.

[1]

The majority of candidates gained the mark on offer here. Any reference to weight loss, weight control or management was accredited. Weight gain was also accepted when the candidate also made reference to increased muscle mass. Some candidates referred to increased metabolism but did not secure the mark as they did not make the connection between this and weight loss.

Question 4

Identify a dynamic movement that could be performed as part of a warm up.

[1]

This question seemed to confuse candidates, perhaps because they did not recognise the emphasis on 'dynamic'. Any explicitly dynamic exercise, movement or activity was accredited with the mark. Static activities were not, nor were more gentle movements such as mobility exercises, or jogging.

Question 5

Describe **three** short term effects of participating in physical activity on the musculoskeletal system.

1

2

3

[3]

Again, a good number of candidates appeared to be well-prepared for this question, offering three of the possible five short-term benefits from the mark scheme. Others were confused by the purpose of the question, offering vague long-term benefits such as 'get stronger', not short-term effects. Others offered physiological effects on one of the body systems, such as 'increased heart rate'.

Question 6

Complete the sentences below about the long term effects of physical activity on the skeletal system by selecting a word from the drop down list.

Bones become stronger as they increase in and .

This, in turn, reduces the risk of .

Number	Density	Osteoporosis
Osteoarthritis	Size	Elasticity

Table 1

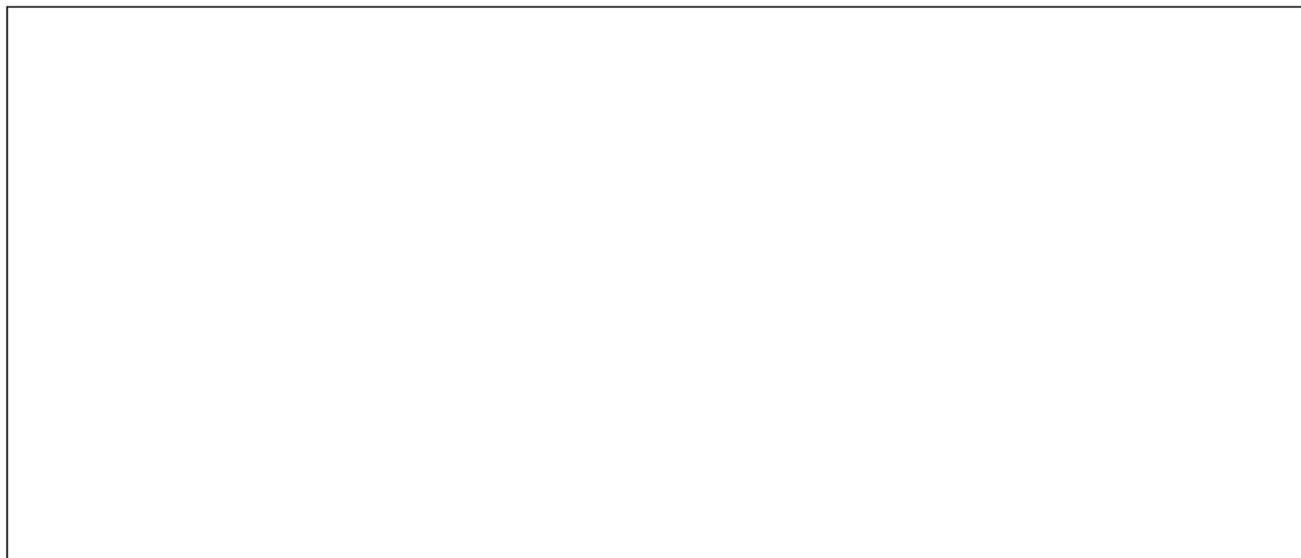
[3]

This question offered the candidate the opportunity to collect 3 relatively easy marks, with all the correct responses given in the table and candidates only required to select three from six. An encouraging number of candidates recognised that an increase in bone density and size were long-term effects of physical activity on the skeletal system. While a majority of candidates recognised that this reduces the risk of osteoporosis, there was a degree of confusion between this and osteoarthritis.

Question 7

- * Eve is a long distance cyclist who has trained four times per week for three months.

Explain the long term effects of Eve's training programme on her cardiovascular system.



[6]

This question (denoted by an *) required extended writing with a maximum of 6 marks available. Only rarely did candidates achieve maximum marks, with most achieving only 1, 2, or 3 marks.

In order to meet the MB3 criteria and score highly, candidates were expected to explain, with good knowledge of physiological responses, how Eve's cycling training might have a positive long-term effect on the cardio-vascular system.

Most candidates offered a response in the MB1 Level for this question. They would identify one or two long-term effects, typically increase in heart size and strength, but with only superficial attempts to develop their responses to demonstrate further understanding.

Despite there being a wide range of acceptable responses, few candidates were able to demonstrate more than a very superficial understanding. Furthermore, many were unable to recognise the purpose of the question, offering short-term effects such as 'increased heart rate', not long-term benefits. Others offered physiological effects on one of the other body systems, such as 'increased size of alveoli', or general health benefits such as 'feel fitter/live longer'.

This question also included a judgement on the quality of written communication. Overall, the quality of this was poor; perhaps indicating that many candidates were not aware that this was being judged. 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

Warm ups and cool downs are performed before and after physical activity. Each of them serves different purposes.

In the table below, select the correct option showing whether the purpose is of a warm up or a cool down.

Purpose	Warm Up	Cool Down
Increase body temperature	<input type="radio"/>	<input type="radio"/>
Gradually lower heart rate	<input type="radio"/>	<input type="radio"/>
Increase the speed of muscular contraction	<input type="radio"/>	<input type="radio"/>
Increase flexibility in muscles and joints	<input type="radio"/>	<input type="radio"/>
Remove waste products	<input type="radio"/>	<input type="radio"/>

Table 2

[5]

This question was answered very well by the majority of candidates. Many gained the maximum 5 marks available, demonstrating good knowledge of the purpose of warm-ups and cool-downs. Perhaps also demonstrating a greater degree of comfort with the multichoice format of question. There was some confusion in identifying whether removing waste products was a purpose of the cool-down or the warm-up, with some candidates indicating both.

Question 9

Explain how children and adolescents (11-15 years) can improve social skills through participation in team sports.

[4]

This question was answered well by many candidates, with most recognising how participating in team sports can help young people improve social skills. Most commonly, candidates would refer to meeting new people, developing communication skills or improving self-confidence. Some candidates achieved full marks for this question by referring to four of the nine possible responses allowed on the mark scheme. Developing teamwork and/or leadership skills were also well-used responses. Occasionally a candidate would offer a lengthy and thorough explanation, including examples, of how team sports might develop communication skills (for example), yet only gain one mark. Guiding students on how to recognise how marks are allocated for certain questions is something that centres can improve on.

Question 10

Christine volunteers at a sports club that caters for people with physical disabilities.

Describe **two** activities that Christine can include in a sports session and how they will meet the needs of people with physical disabilities. Use practical examples.

1

2

[4]

This question was answered well by many candidates, with most offering two relevant examples of activities that would meet the needs of people with physical disabilities: most commonly wheelchair basketball, boccia or football with a bell in it. Further elaboration on format, rules or how the activity is adapted to make it suitable, gained the extra marks available for description, in order to achieve full marks.

Question 11

There are different types of physical activity. Yoga/pilates and leisure/recreational are examples of types of physical activity.

Name **two** other types of physical activity.

1

2

[2]

This question was rarely answered correctly. Most candidates interpreted the question to mean simply any two sporting activities: rugby, football, netball, running, etc. It is easy to see how they might make this mistake. However, the specification clearly states that there are only four types of 'physical activity' – the two mentioned in the question and fitness/gym and dance. Only reference to the latter two were accredited with a mark.

Question 12 (a)

(a) Identify **two** types of chronic sports injury.

1

2

[2]

Candidates responded well to this question, with the majority identifying two types of chronic sports injury, typically shin splints and tennis elbow.

Question 12 (b)

- (b) Using an example, describe an acute sports injury.

[2]

Since the vast majority of sports injuries are acute, most candidates collected a mark for offering a valid example; most commonly a fracture, sprain or muscle tear. Occasionally candidates did not take this opportunity by describing an event that might lead to an injury, for example 'a bad tackle in football' rather than the resultant injury itself. There was less success in achieving the second mark available for describing the nature of an acute injury. Often candidates mistook an acute injury to be a less severe injury, or one that took less time to recover from, rather than highlighting the immediate or sudden nature of the trauma and resultant pain, etc.

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