

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

Unit 2 Summer 2024 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 were generally lower than in previous series. There were issues with candidates recognising the intent or purpose of some questions, leading to misunderstandings regarding the response needed.

Responses which scored highly had clearly been prepared well by their centres, who have been following the contents of the specification closely. Most responses were stronger on questions that required shorter sentences. Where questions carried higher maximum marks such as 4, 5 or 6 marks, requiring more extended written responses, 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 of a lower standard than previously seen. Few candidates scored well for this in Question 3 and spelling of key terminology was found to be inconsistent.

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, either/or 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"> • did not recognise the difference response 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 Question 3 required an extended answer • did not limit themselves solely to responses related to the body system referred to in the question.

Question 1

Describe anaerobic exercise and give an example of anaerobic exercise from sport.

[4]

Description

Example

This question offered candidates a good opportunity to start the paper positively. Many correctly described anaerobic exercise by stating that it is generally takes place at high intensity and over a short duration. Some explained that anaerobic activity would not use oxygen for energy production. Very few gained credit for stating that anaerobic exercise utilised glycogen to create energy.

Many candidates did not recognise that the question was asking for three separate characteristics of anaerobic exercise alongside a valid response from sport for full marks.

Regardless of how well they scored in the first part of the question, most candidates were able to give a valid response of anaerobic exercise from sport, with 100m sprint being the most common response given.

Misconception



There still appears to be some 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 (for example, 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.

Assessment for learning



Some questions (such as Question 7 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 in the first part of the question for giving three characteristics of anaerobic exercise (with 1 mark for a valid example). Although the number of different responses required is not directly specified, the requirement to give three separate characteristics for 3 marks is implicit.

Question 2 (a)

(a) Select whether the following statement is **True or False**:

A **long term** health benefit of sport and physical activity is that an improved metabolic rate helps to control weight.

[1]

True

False

The overwhelming majority of candidates answered this question correctly, recognising that controlling weight is a long-term health benefit of physical activity and sport.

Question 2 (b)

(b) Select whether the following statement is **True or False**:

A **short term** health benefit of sport and physical activity is that sleep is improved.

[1]

True

False

The majority of candidates answered this question correctly, recognising that improved sleep is a short-term health benefit of physical activity.

Question 3

*A runner has been completing a 12-mile run once a week and shorter 5-mile runs every other day of the week to prepare for a marathon.

They have been following this training programme for the last year.

Explain the positive **long term** effects of this training on the runner's musculoskeletal system.

[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 the positive long-term effects of a stated training programme on the musculoskeletal system of a runner preparing for a marathon. Many candidates correctly referred to how the training programme could develop muscle hypertrophy and consequently the size and strength of muscle. Equally, responses related to improvements in bone density were also common.

However, some candidates did not recognise the significance or the meaning of the word 'musculoskeletal' in the question, so mistakenly explained the long-term effects of exercise on other body systems such as the cardiorespiratory system. In some cases, candidates referred to health benefits, such as living a long healthy life or referred to the impact on the training programme on fitness components such as muscular endurance. In other instances, candidates chose to offer a judgement on the effectiveness of the training programme.

This question also included a judgement on the quality of written communication. Responses were often short and undeveloped, or presented effects in list form, 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 keyword in the question that signposts which of the body systems is being examined. In this case it was the musculoskeletal system, and candidates should be advised to restrict their responses to that system only. There is no credit given for giving responses related to other body systems, even if they are accurate.

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.

Assessment for learning

Candidates would benefit from understanding how responses to the Levelled Response (*) question are marked in a different way to other questions, with the response placed in one of three levels in accordance to the quality of the totality of the answer, alongside a judgement of the quality of written communication. Candidates would benefit from repeated practice of writing such extended answers using past papers and past mark schemes to support peer/self-assessment of their responses.

Question 4

Explain how participating in sport and physical activity can help people who are suffering from mental health issues.

[4]

Candidates responded well to this question and were able to explain how participation in sport and physical activity can help those suffering from mental health issues. Most commonly they referred to becoming more socially active, improving their self-esteem/self-confidence, or finding a distraction to allow them to forget what is causing the problem. Too often, candidates wrote extended passages of text but in a way that just reiterated, reinforced and exemplified a single point, rather than explaining multiple different ways in which sport and physical activity can help people with mental health issues.

Assessment for learning



Questions such as this one offer a significant number of marks – in this case 4 marks. Candidates would benefit from understanding that they are required to explain something fully and give multiple, different reasons. Although the number of different responses required is not directly specified, the requirement to give four separate and distinct explanations for 4 marks should be apparent.

Question 5

Physical activity and exercise has short term and long term effects on the cardiorespiratory system.

For each of the effects of exercise on the cardiorespiratory system given in the table, select from the list if this is **short term** or **long term**.

[6]

Effect on the cardiorespiratory system	Short term/Long term
Increase in breathing rate	<input type="text"/>
Increase in cardiac output	<input type="text"/>
Increase in number of alveoli	<input type="text"/>
Increase in size and strength of respiratory muscles	<input type="text"/>
Reduced risk of cardiovascular disease	<input type="text"/>
Rise in muscle temperature	<input type="text"/>

This question was answered very well by the majority of candidates, collecting most, if not all, of the 6 marks available and showing a good understanding of the short and long-term effects of exercise on the cardiorespiratory system. Perhaps also demonstrating a greater degree of comfort with this either/or format of question. Of the six short-term/long-term effects listed, the response which caused the most difficulty was 'increase in cardiac output', with many candidates mistakenly stating that this was a long-term effect.

Misconception



It is a misconception to state that an increase in cardiac output is a long-term effect of exercise, it is fact an increase in **maximum** cardiac output that is considered to be a long-term effect due to cardiac muscle hypertrophy. Increased cardiac output is classed as a short-term effect; as it occurs as a direct consequence of the heart rate increasing during exercise.

Question 6

One of the short term effects of sport and physical activity on the musculoskeletal system is an increase of synovial fluid in the joints, which helps increase the range of movement.

Describe **one** other **short term** effect on the **musculoskeletal system**, and explain the impact this will have.

[2]

Short term effect:

Impact:

Few candidates answered this question well. Many candidates mistakenly referred to long-term, not short-term, musculoskeletal benefits such as muscle hypertrophy. Others described long-term health benefits or impact on fitness components. Many candidates did not recognise which body system was being examined here and did not confine themselves to responses relevant to the musculoskeletal system, citing short-term effects on the cardiorespiratory system. The most commonly given correct response was related to the increase in lactic acid in the muscles causing soreness and fatigue. There was also confusion regarding what is an 'effect' and what is an 'impact'; for example, stating that flexibility improves as an effect, while it is in fact the impact of muscles and tendons stretching during exercise.

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. Candidates should restrict themselves to giving short-term effects/impacts only. Long-term effects/impacts will not gain credit, even if accurate.

Question 7 (a)

(a) A warm-up is essential before taking part in a sport like badminton, in order to prepare for the activity and to reduce the risk of becoming injured.

Complete the table below, outlining the phases of a warm up and giving examples suitable for a badminton warm-up. One phase has been completed for you.

Phase of warm-up	Badminton-related example
1	Jogging around the court
Mobility exercises	2
3	Shuttle runs across the court
Stretching	Hamstring stretch
Skill rehearsal	4

[4]

1

2

3

4

Many candidates were well-prepared for this question, giving the missing phases of a warm-up, as required. Candidates seemed confident in giving phase 1 (pulse raiser) and phase 3 (dynamic movements). They were less confident in giving accurate examples, often confusing the nature of mobility exercises, dynamic movements and stretching. There was also a failure to recognise the need to give badminton-related responses, especially for the skill rehearsal phase, with some candidates mistakenly offering ‘dribbling around cones’ or similar.

Question 7 (b)

(b) A cool-down after participating in a sport or physical activity is also important.

Explain **two** purposes of a cool-down.

[2]

1

2

This question proved to be a significant challenge. While many understood that during a cool-down the heart rate decreases, body temperature lowers, breathing rate reduces and so on, few recognised that the purpose of a cool-down is actually to bring about these changes gradually in order to prevent heart problems, prevent blood pooling etc, and so were not given a mark. Some candidates did get a mark for stating that a purpose of a cool-down was to remove waste products (such as lactic acid).

Misconception



At the conclusion of any strenuous exercise the heart rate will decrease, body temperature will lower and breathing rate will reduce. This would always occur post-exercise, even without a cool-down. This being the case, it is important to understand therefore that the purpose of a cool-down is to bring about these changes gradually and in a controlled manner.

Question 8

Walking football is an example of a team sport adapted for the needs of different participants.

Give an example of a team sport adapted for participants with a disability.

[1]

Where candidates responded correctly, by far the most common response was wheelchair basketball. However, some candidates did not recognise the need to name a team sport, giving individual activities such as wheelchair tennis, as their response. Responses such as simply 'basketball' or 'rugby' did not receive credit, as they did not reference the form of the game adapted for participants with a disability as was asked for.

Question 9

Explain how the needs of a retired person could be supported by them joining a club offering inclusive sports and physical activities.

[5]

Many candidates demonstrated a narrow understanding of how joining a club offering inclusive sports and physical activity can meet the needs of a retired person. There were many possible responses allowed on the mark scheme, and a significant number of marks available (5), but most candidates limited themselves to references to social benefits, such as making new friends. More successful responses were those that were able to identify physical, health, mental health and well-being benefits. Some candidates misinterpreted the question and gave responses related to how the club might provide appropriate services such as minibus transport, access ramps, adapted sports or matched opposition.

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 in the question, the requirement to give five separate and distinct explanations for 5 marks should be apparent.

Question 10 (a)

RICE is a process for the initial treatment of sports injuries, especially soft tissue injuries.

(a) Complete the blank boxes in the table below to show what **RICE** stands for.

R
I	Ice
C
E

[3]

R

C

E

The vast majority of candidates recognised the acronym RICE and were able to successfully fill the gaps in the table.

Question 10 (b)

(b) Give an example of a **soft tissue injury**.

[1]

Candidates responded well to this question and were mostly able to give a response of a soft tissue injury, with sprains, cuts and bruises being the most common responses given.

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