

**CAMBRIDGE TECHNICALS LEVEL 2 (2016)**

**Examiners' report**

# **SPORT AND PHYSICAL ACTIVITY**

**05889, 05885, 05886**

**Unit 2 January 2025 series**

# Contents

Introduction .....3

Unit 2 series overview .....4

    Question 1 (a) .....5

    Question 1 (b) .....5

    Question 2 .....6

    Question 3 .....7

    Question 4 .....8

    Question 5 .....9

    Question 6 .....10

    Question 7 .....11

    Question 8 (a) .....12

    Question 8 (b) .....12

    Question 9 .....13

    Question 10 .....14

## 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 [Teach Cambridge](#).

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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 seasons. While there still seemed to be some difficulty with recognising the intent or purpose of a question, leading to misunderstandings regarding the response needed, candidates were better at this than in previous series.

The more successful candidates were well-prepared by their centres, who have clearly been following the contents of the Unit 2 specification closely and perhaps took note of the advice offered in previous Examiner's Reports. Most candidates were successful with questions that required shorter responses. Where questions carried higher maximum marks such as 4, 5 or 6 marks, requiring more extended writing or multiple responses, candidates sometimes struggled to score more than half the available marks because they did not interpret the exact nature and intentions of the question correctly, or because they did not appreciate the extra depth of understanding they were expected to demonstrate to be given the higher marks, even though in many cases the number of responses required was specified in the question. The quality of written communication overall was good, and a significant improvement on recent series. Many candidates scored well for this in Question 3.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• maximised the contribution of the multi-choice, true/false, either/or and shorter response questions to their overall score</li> <li>• understood the intention or purpose of the questions by correctly identifying key words in the question</li> <li>• limited themselves to responses related only to the health benefits referred to in the question</li> <li>• wrote well-structured, extended responses to the 'Levelled Question', covering all or most of the elements asked for.</li> </ul>	<ul style="list-style-type: none"> <li>• did not recognise the difference in response required when referring to short-term or long-term benefits</li> <li>• misinterpreted the intention or purpose of a question</li> <li>• did not recognise the points value of a question and therefore make sufficient valid responses to be credited well</li> <li>• did not recognise that the 'Levelled Question' required an extended answer.</li> </ul>

## Question 1 (a)

(a) State whether a 10 000 m race is an **aerobic** or **anaerobic** activity?

[1]

Aerobic

Anaerobic

This question offered candidates a good opportunity to start the paper positively. Most correctly stated that a 10,000m is an aerobic activity.

## Question 1 (b)

(b) Justify your answer.

[2]

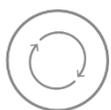
Of those who correctly identified a 10,000m race as an aerobic activity in Question 1 (a), many also then correctly described aerobic exercise in Question 1 (b) by stating that it generally takes place at low to medium intensity and over a longer duration. Some explained that aerobic activity would use oxygen for energy production. Some candidates did not recognise that the question was asking for two separate characteristics of aerobic exercise as justification, giving just one of the three possible responses allowed in the mark scheme.

### Misconception



Although a question of this nature appears in the paper most years, and candidates appeared to be better prepared on this occasion, 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 10,000m run), whereas anaerobic exercise tends to be of high intensity over short duration (e.g. 100m sprint). 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 state that aerobic exercise requires 'air', likewise, to simply say that 'aerobic requires breathing'.

### Assessment for learning



While most questions (such as Questions 4, 6, 7 and 9 on this paper) ask for a specified number of responses for a mark each and give the required number of response boxes to use, candidates would benefit from understanding that questions are still sometimes written like this one, where they are required to explain something and two marks are on offer for giving two characteristics of aerobic exercise. Although the number of different responses required is not directly specified, the requirement to give two separate characteristics for two marks is implicit.

### Question 2

Complete the sentence below about the **long-term** effects of physical activity on the **musculoskeletal system**.

Select appropriate words from those provided.

[3]

Muscle  increases the size and  of muscles, allowing them to cope with additional .

Most candidates answered this question correctly, with most collecting all 3 marks available, demonstrating a good understanding of muscle hypertrophy. They also perhaps demonstrated a greater degree of comfort with this multi-choice format of question. Where candidates lost marks, it was perhaps in not recognising the use of the word 'stress' in the third drop-down menu to mean additional physical demands in this context, rather than something related to mental health and well-being.

### Question 3

\* A warm up is essential before taking part in any sport or physical activity.

Using practical examples, describe the **five** phases of a warm up and why they are so important for a sports performer.

[6]

This question (denoted by an \*) required extended writing with a maximum of 6 marks available. The question was relatively simple in structure and appeared to offer candidates a ready-made framework around which to plan their extended response. In effect, they had to identify each of the five phases, give a relevant practical example of each phase and provide some further understanding of the purpose of each phase to the warm-up. Candidates who got high marks generally made good use of this framework, giving good coverage of those 15 required elements within a well-written extended response. Sometimes a lack of all or some of the required examples of each phase limited the marks given.

There was some confusion around describing the phases in the correct order. Candidates seemed confident in giving phase one (pulse raiser) and phase five (skill rehearsal) but were often less clear regarding the order and content of phases two, three and four, often confusing the nature of mobility exercises, dynamic movements and stretching, with particular confusion around dynamic stretches and dynamic movements.

This question also included a judgement on the quality of written communication. While the format of this question supported candidates towards better responses than in previous series, some responses were still short and undeveloped, or presented responses in list form, restricting access to the higher mark 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 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 with the quality of the totality of the answers, alongside a judgement of the quality of written communication. Candidates would benefit from repeated practice of writing such extended answers using past papers and using past mark schemes to support peer/self-assessment of their responses.

### Question 4

Describe **five** positive **long-term** effects of regular physical activity on a person's health.

[5]

1

2

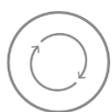
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4

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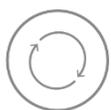
Some candidates scored well in this question for describing long-term health benefits gained from regular participation in sport and physical activity, such as delaying the onset of osteoporosis through developing stronger or more dense bones. Others correctly referred to its role in controlling body weight. Many candidates did not recognise what was being examined here and did not confine themselves to responses relevant to the long-term health benefits. A common error was to refer to a fitness benefit such as improved cardio-vascular 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. Other candidates mistakenly referred to short-term and not long-term health benefits such as improved sleep, healthier skin, or improved mood.

#### Assessment for learning



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

### 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 and are separate elements of the teaching content of this unit, but candidates must make sure they correctly identify the purpose of the question and which of these elements is being examined.

### Question 5

Training and exercise has short-term **and** long-term effects on the **musculoskeletal system**.

For each of the effects of exercise on the musculoskeletal system given in the table, select from the list to identify whether the effect is **short-term** or **long-term**.

[4]

Effect on the musculoskeletal system	Short-term/Long-term
Bones become stronger as they increase in size and density.	<input type="text"/>
Cartilage in joints grows thicker.	<input type="text"/>
Increase of synovial fluid in the joints increases the range of movement.	<input type="text"/>
Lactic acid builds in the working muscles, resulting in muscle soreness and fatigue.	<input type="text"/>

Most candidates answered this question well, collecting most, if not all, of the four marks available and showing a good understanding of the short-term and long-term effects of training and exercise on the musculoskeletal system. They also perhaps demonstrated a greater degree of comfort with this either/or format of question. Of the four effects listed, the response which caused the most difficulty was 'increase in synovial fluid', with many candidates mistakenly stating that this was a long-term effect.

## Question 6

State **five** factors that a person with a disability may consider when choosing a sport or activity to participate in.

[5]

1

2

3

4

5

Candidates responded reasonably well to this question and were able to state some factors that a person with a disability might consider when choosing a sport or activity to participate in. Most commonly, they referred to accessibility, provision of suitable facilities or specialised equipment, or simply the costs involved. However, the question specifically asked for five factors and most found this depth of understanding a challenge and maximum marks were rarely gained.

## Question 7

Participants in sport and physical activity may have specific needs relating to their **health** that may influence their decision to take part.

Identify **four** different health-related needs other than disabilities which participants may have.

[4]

1

2

3

4

Most candidates responded to this question by simply providing a list of possible illnesses and health issues that a participant in sport or physical activity might have. While this allowed them to collect a certain number of marks as relevant examples, it did not really address participants wider health-related needs, which was required to access further marks. On occasions, candidates listed 'blindness' or 'hearing difficulties', but since these are classed as disabilities in the teaching content, they did not get credit.

### Question 8 (a)

(a) Describe the vascular shunt mechanism during exercise.

[2]

This question presented a significant challenge to most candidates. Very few were aware of the nature of the vascular shunt mechanism and so did not get any marks. Most candidates were unaware of its contribution to cardio-vascular efficiency during exercise and mistakenly referred to the mechanism in relation to breathing, or energy production, or other responses not related to the cardio-vascular system.

### Question 8 (b)

(b) Consider whether the following statements about the **short-term** effects of sport and physical activity on the **cardiorespiratory** system are true or false.

For **each** statement given in the table, select from the list if it is **True** or **False**.

[3]

Effect on the cardiovascular system	True/False
Blood pressure decreases, reducing the flow of oxygen and nutrients to the working muscles.	<input type="text" value=""/>
Heart rate and cardiac output increase, so increasing blood flow to the muscles.	<input type="text" value=""/>
Respiratory muscles work harder to increase the volume of oxygen coming into the lungs.	<input type="text" value=""/>

Most candidates answered this question very well, collecting most, if not all, of the 3 marks available and showing a good understanding of the short-term and long-term effects of exercise on the cardiorespiratory system. They perhaps also demonstrated a greater degree of comfort with this true/false format of question.

## Question 9

Describe **three** possible **negative** effects of participating in sport and physical activity.

[3]

1

2

3

Few candidates answered this question well. While many recognised that participating in sport and physical activity inevitably increases the risk of injury, many responses described other negative consequences such as losing, being bullied, loss of confidence or financial costs, which unfortunately fell outside the remit of this question.

## Question 10

Give an example of a **chronic** sports injury and describe how it might occur.

[2]

Example of chronic injury:

How it might occur:

Some candidates responded well to this question and were able to give a valid example of a chronic injury, with shin splints and tennis elbow being the most common responses given. Moreover, many were also able to describe how they might occur. Most of these candidates were also able to correctly describe the cause as being overuse, or repetitive movements and understood that chronic injuries tend to develop over time. Often candidates misunderstood the meaning of 'chronic', confusing it with 'serious' and gave an example of a very serious acute injury such as a broken leg caused, for example by a bad tackle in football.

### Misconception



For many, the term 'chronic' refers, in a general sense, to something that is very bad or very serious. However, in the context of sports injuries, a chronic injury is not necessarily a serious one; it can be a minor injury. Likewise acute injuries can also be both serious and minor. Injuries are defined as chronic or acute due to their cause, not their degree of seriousness. Chronic injuries are caused by overuse and continuous stress on an area and generally develop over time. Acute injuries are caused as a result of a sudden trauma to the body and result in immediate pain, and usually immediate loss of function.

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