

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05889, 05885, 05886

Unit 2 January 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.

Links to the question paper and a full copy of 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 a marginal 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. Most candidates were much more successful with questions that required shorter responses. Where questions carried higher maximum marks such as 4, 5 or 6 marks requiring more extended responses, candidates often struggled to achieve more than half marks 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 adequate, although few 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"> • maximised the contribution of the multi-choice, true/false and shorter response questions to their overall marks • 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 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 Question' required an extended response • did not limit themselves solely to responses related to the body system referred to in the question.

Appendix 1 Questions

Question 1 (a) (i)

(a) (i) Is this statement true or false?

A **short term** health benefit of physical activity and sport is that it promotes healthier looking skin.

[1]

True

False

Despite 'healthier looking skin' being explicitly listed in the Teaching Content as a short-term health benefit of physical activity and sport, few candidates seemed aware of this and so most answered incorrectly.

Question 1 (a) (ii)

(a) (ii) Is this statement true or false?

A **long term** health benefit of physical activity and sport is that it helps maintain a healthy posture.

[1]

True

False

Overwhelmingly, most candidates answered this question correctly, recognising that maintaining a healthy posture is a long-term health benefit of physical activity and sport.

Question 1 (b)

(b) Give **one** example of an **adapted** team sport that is suitable for retired people. [1]

Where candidates responded correctly, by far the most common response was 'Walking Football'. However, some candidates did not recognise the need to name a team sport, giving individual activities such as 'badminton', 'swimming', or 'bowls' as their example. Moreover, these activities, while being very suitable for retired people are not activities that have been specifically adapted for retired people. Similarly, responses given such as simply 'football' or 'rugby' were not given marks, as they did not reference the adapted form of the game that was asked for.

Question 2

Sporting activities can be classified as either aerobic, anaerobic or both.
 Look at the three sporting activities in the table below.
 For each activity, select from the list if the performance would be classed as **aerobic**, **anaerobic** or **both**. [3]

Sporting activities	Aerobic/Anaerobic/Both
Hockey midfielder	<input type="text" value=""/>
10 000 m runner	<input type="text" value=""/>
Shot putter	<input type="text" value=""/>

Most candidates were able to successfully identify which of the three sporting activities was aerobic, anaerobic or both.

Question 3

* A cyclist specialises in long distance cycling.
As part of their training they do a 30 mile cycle ride twice a week.
They have been following this training programme for the last three years.
Explain the **positive long term** effects on the **musculoskeletal system** from training in this way.

[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 training programme on the musculoskeletal system of a cyclist. Many candidates correctly referred to how the training programme could develop muscle hypertrophy and so 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 'Musculo-skeletal' 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. Overall, the quality of this from most candidates was better than in some previous years; perhaps indicating that candidates were more aware that this was being judged. However, 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 are no marks given for 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 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. The response is placed in one of three levels, in accordance to the quality of the complete answers, alongside a judgement of the quality of written communication. Candidates would benefit from repeated practice of writing such extended responses using past papers and using 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, giving 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 is still necessary and should be apparent.

Question 5

Exercise has short term and long term effects on the **cardiorespiratory** system.

Look at the five effects of exercise on the cardiorespiratory system in the table below.

For each example, select from the list if this is a **short term** or **long term** effect.

[5]

Effect on the cardiorespiratory system	Short term/Long term
Increase in breathing rate	<input type="text"/>
Increase in heart rate	<input type="text"/>
Increase in number of capillaries	<input type="text"/>
Increase in red blood cells	<input type="text"/>
Increase in size and strength of heart muscle	<input type="text"/>

This question was answered very well by most candidates, being given some, if not most, of the marks available and showing a good understanding of the short and long-term effects of exercise on the cardiorespiratory system. Perhaps, the high level of correct responses also demonstrates a greater degree of comfort with this either/or question format.

Question 6

A canoeist races competitively.

One of the short term effects of canoeing on the musculoskeletal system is an increase of synovial fluid in the shoulder joints, which helps increase range of movement in the shoulders.

Describe **two** other **short term** effects of canoeing on the **musculoskeletal system**, and explain the impacts they will have on performance in a canoe race.

[4]

1

2

Few candidates answered this question well. Some, seeing reference to synovial fluid in the question, given as an example, continued to describe the impact of this, despite the question asking for other effects. Other 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 common correct responses were related to the increase in lactic acid in the muscles and/or muscle tears causing soreness and fatigue.

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 only, as long-term effects will not be given marks, even if the response is accurate.

Question 7

A warm up is essential before taking part in sport and physical activity, in order to prepare for the activity and reduce the risk of becoming injured.

A warm up generally has **five** phases.

Using the correct order, name each phase of a warm up.

[5]

1

2

3

4

5

Many candidates were well-prepared for this question, giving all five phases of a warm up in the correct order, as required. Frustratingly, marks were sometimes lost when phases were listed in incorrect order. Candidates seemed confident in giving phase 1 (pulse raiser) and phase 5 (skill rehearsal) but were often confused with the order of phases 2, 3 and 4.

Question 8 (a) and (b)

(a) Identify **two acute** sports injuries. [2]

1


2

(b) Using an example, describe how a **chronic** sports injury might occur. [2]

Candidates responded well to this question and were mostly able to identify acute injuries with fractures and concussion being the most common responses given.

Again, most candidates responded well to this question and were able to describe the nature of chronic injuries and how they might occur. Most candidates correctly described the cause as being overuse, or repetitive movements and understood that chronic injuries tend to develop over time. Nearly all candidates identified that the question asked for an example to be given, with 'tennis elbow' and 'shin splints' being the most common response given. Occasionally 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

 A chronic injury is not necessarily a serious one; it can be a minor injury. Likewise acute injuries can also be both serious or 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 loss of function.

Question 9

Name **two** racquet sports.

[2]

1

2

Most candidates answered this correctly, more often than not naming tennis and badminton as their two racquet sports. Few candidates did not understand the word racquet (or perhaps did not recognise it spelled in this way) and gave two non-racquet sports such as football, rugby, cricket or hockey.

Misconception



While a 'racquet' sport is essentially the same as a 'racket' sport, candidates should be taught to recognise it when spelled 'racquet', as this is the established spelling of the term (and how it is referred to in the Teaching Content), and understand that this refers to any game played with a strung implement.

Question 10

SALTAPS is an on-field assessment for sports injuries.

Look at the table to show what SALTAPS means when assessing a sports injury.

Complete the blank boxes below.

S
A	Ask
L
T
A	Active
P
S	Strength

[4]

S

L

T

P

Most candidates recognised the acronym SALTAPS and were able to successfully fill the gaps. There was, however, some lack of accuracy over P, with some incorrectly stating 'Pressure' rather than 'Passive' as their response.

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