

# Cambridge International AS Level

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**SPORT & PHYSICAL EDUCATION**

**8386/13**

Paper 1 Theory

**May/June 2025**

MARK SCHEME

Maximum Mark: 70

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **12** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Science-Specific Marking Principles**

1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.

2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.

3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).

4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

5 'List rule' guidance

For questions that require *n* responses (e.g. State **two** reasons ...):

- The response should be read as continuous prose, even when numbered answer spaces are provided.
- Any response marked *ignore* in the mark scheme should not count towards *n*.
- Incorrect responses should not be awarded credit but will still count towards *n*.
- Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
- Non-contradictory responses after the first *n* responses may be ignored even if they include incorrect science.

**6** Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g.  $a \times 10^n$ ) in which the convention of restricting the value of the coefficient ( $a$ ) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

**7** Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	correct point or mark awarded
	incorrect point or mark not awarded
	information missing or insufficient for credit
	contradiction in response, mark not awarded
	benefit of the doubt given
	error carried forward applied
	point has been noted, but no credit has been given or blank page seen
	response is too vague or there is insufficient detail in response
	linked consideration of points

<b>Annotation</b>	<b>Meaning</b>
	linked consideration of points
	repetition in response



Question	Answer	Marks
1(c)	<p>6 marks for any 6 of:</p> <ol style="list-style-type: none"> <li>1 the display / environment consists of cues / stimuli / information;</li> <li>2 sensory information, e.g. see the shuttle / hear the crowd;</li> <li>3 using sense organs <b>OR</b> using e.g. the eyes / visual receptors / ears / auditory receptors / proprioceptors / kinaesthesia / vestibular;</li> <li>4 perception involves selective attention <b>OR</b> interpreting the sensory information <b>OR</b> recognising that a smash has been played;</li> <li>5 decision making involves deciding what shot to play to return the smash <b>OR</b> selecting a motor programme to return the smash;</li> <li>6 (effector mechanism means) impulses are sent to the relevant muscles;</li> <li>7 and (the response is) the shot is played to return the smash;</li> <li>8 feedback is received about the performance / result of the return <b>OR</b> feedback is used to support future responses to a smash;</li> </ol> <p>Point 7 can only be credited if made in the correct context.</p>	<b>6</b>
1(d)	<p>3 marks for any 3 of:</p> <ol style="list-style-type: none"> <li>1 sufficient funding;</li> <li>2 high-quality coaching;</li> <li>3 high-quality facilities;</li> <li>4 high-level competition;</li> </ol> <p>Accept other appropriate descriptions of provision needed to achieve excellence.</p>	<b>3</b>
1(e)	<ol style="list-style-type: none"> <li>1 betting;</li> <li>2 match-fixing;</li> <li>3 insider information;</li> <li>4 tanking / deliberately losing a match;</li> </ol> <p>Accept other appropriate forms of competition manipulation.</p>	<b>4</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)(i)	(constant) acceleration;	<b>1</b>
2(a)(ii)	(object is) at rest <b>OR</b> no movement <b>OR</b> static <b>OR</b> stationary;	<b>1</b>
2(a)(iii)	constant velocity;	<b>1</b>
2(b)	calculate the <b>area under</b> the line <b>OR</b> calculate velocity × final time value;	<b>1</b>
2(c)	(vector quantity) has magnitude <b>AND</b> direction;	<b>1</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3(a)	<p>6 marks for any 6 of:</p> <ol style="list-style-type: none"> <li>1 motor programme for passing in hockey is seen as a generalised series of movements;</li> <li>2 passing skills are modified / adapted / linked with previously learned skills;</li> <li>3 skill development is based on collecting information from recall schema <b>AND</b> recognition schema;</li> <li>4 make sure that generalised movements are developed (at a young age);</li> <li>5 (examples of fundamental motor skills) running / balance;</li> <li>6 vary practice conditions;</li> <li>7 use distributed practice <b>OR</b> include breaks into training;</li> <li>8 make practice conditions relevant to the game of hockey <b>OR</b> make practice realistic;</li> <li>9 use slow-motion training / video / demonstrations / <b>visual</b> guidance;</li> <li>10 use (plenty of) feedback;</li> <li>11 use challenging / progressive tasks;</li> <li>12 use <b>transfer</b> of learning;</li> </ol>	<b>6</b>

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Question	Answer	Marks
3(b)	<p>Explanation must be appropriate for the advancement in technology to gain credit, for example:</p> <p>(equipment)</p> <p>1 (advancement in technology) e.g. carbon fibre hockey stick;</p> <p>2 (how it helps) e.g. allows for lightness / reduced vibration / improved power in drag flick;</p> <p>(footwear)</p> <p>3 (advancement in technology) e.g. foam goalkeeping kickers;</p> <p>4 (how it helps) e.g. provide greater protection of feet / greater power to clear ball;</p> <p>(software)</p> <p>5 (advancement in technology) biomechanical analysis <b>OR</b> motion tracking of players;</p> <p>6 (how it helps) helps player analyse and improve passing / hitting technique;</p> <p>Accept other appropriate explanations.</p>	<b>6</b>

Question	Answer	Marks
4	<p>5 marks for any 5 of:</p> <p>(media interest)</p> <p>1 increases the popularity of sport <b>OR</b> increases participation;</p> <p>2 increases spectatorism;</p> <p>3 increases understanding of sport <b>OR</b> informs / educates about sport;</p> <p>4 makes sport more entertaining;</p> <p>5 generates money for sports;</p> <p>6 increases exposure to merchandise / products / services;</p> <p>7 leads to a huge rise in professionalism / wages;</p> <p>8 leads to a growth in advertising / sponsorship <b>OR</b> advertising in the media promotes sport;</p> <p>9 leads to the <b>creation</b> of role models;</p> <p>10 changes sport into a valuable business commodity;</p> <p>11 leads to the globalisation of sport;</p> <p>12 builds a stronger relationship between media, sponsorship / business and sport <b>OR</b> builds a stronger golden triangle;</p> <p>Accept other appropriate suggestions.</p>	<b>5</b>

Question	Answer	Marks
5	<p>3 marks for any 3 of:</p> <ol style="list-style-type: none"> <li>1 sternocleidomastoid(s);</li> <li>2 pectoralis minor;</li> <li>3 scalene(s);</li> <li>4 rectus abdominis;</li> </ol> <p>Accept other appropriate correctly named respiratory muscles.</p>	<b>3</b>

Question	Answer	Marks
6(a)(i)	an external force that passes outside the centre of mass is applied;	<b>1</b>
6(a)(ii)	the resistance of a body to change its state of rotation / angular motion;	<b>1</b>
6(a)(iii)	<ol style="list-style-type: none"> <li>1 the mass of the performer;</li> <li>2 the distribution of the performer's mass from their axis of rotation;</li> </ol>	<b>2</b>
6(b)	<p>5 marks for any 5 of:</p> <ol style="list-style-type: none"> <li>1 a back somersault needs high force / strength <b>OR</b> needs power;</li> <li>2 (FG fibres) produce <b>largest / very large</b> force / strength <b>OR</b> produce power;</li> <li>3 a back somersault is a fast movement / done at speed;</li> <li>4 (FG fibres) produce the <b>fastest / very fast</b> muscle contractions;</li> <li>5 a back somersault is an <b>anaerobic</b> movement;</li> <li>6 (FG fibres) work anaerobically <b>OR</b> work in the absence of oxygen;</li> <li>7 a large store of phosphocreatine is needed for this type of movement;</li> <li>8 (FG fibres) have the largest store of phosphocreatine;</li> <li>9 (FG fibres) are recruited together with FOG and SO fibres to maximise force production;</li> </ol>	<b>5</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(c)	<p>5 marks for any 5 of:</p> <ol style="list-style-type: none"> <li>1 planned learning <b>OR</b> progressive learning;</li> <li>2 part of the school curriculum;</li> <li>3 (delivered to) <b>all</b> pupils;</li> <li>4 involve becoming (more) <b>physically</b> competent;</li> <li>5 broad range of activities;</li> <li>6 teacher-led;</li> </ol> <p>Accept other appropriate characteristics.</p>	<b>5</b>
6(d)	<ol style="list-style-type: none"> <li>1 (intrinsic) e.g. love of the sport / enjoyment / excitement / pride / confidence / satisfaction;</li> <li>2 (extrinsic tangible) e.g. medal / trophy / money / certificate / chocolate bar;</li> </ol> <p>Accept other appropriate examples for each.</p>	<b>2</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
7(a)	<ol style="list-style-type: none"> <li>1 A = vena cava;</li> <li>2 B = right atrium;</li> <li>3 C = pulmonary artery;</li> <li>4 D = aortic valve;</li> </ol>	<b>4</b>
7(b)	<ol style="list-style-type: none"> <li>1 (myocardium) <b>contracts</b> to pump blood;</li> <li>2 (septum) separates the left and right sides of the heart <b>OR</b> prevents oxygenated and deoxygenated blood from mixing in the heart;</li> </ol>	<b>2</b>
7(c)	80 (beats per minute);	<b>1</b>