

Teacher guide

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in **Sport Science**

J828

For first teaching in 2022 | Version 1

Exploring our exams: a guide to our Sample Assessment Material

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Introduction

This is Sample Assessment Material (SAM) which has been produced for the qualification OCR Level 1/Level 2 Cambridge National in Sport Science.

The SAM is an example exam paper that we publish alongside a new specification to help illustrate its intended style and structure when a qualification is first launched. We wanted to share the story of our assessment approach with you so when you look through the paper you will find we have pointed out certain features and explained the decisions we have made.

Resources to help support in teaching different areas of content can be found on the Cambridge National in Sport Science webpage under '[Planning and teaching](#)'.

Our exam papers are developed with our accessibility principles in mind. The Cambridge Nationals [Understanding the assessment: examined and moderated guide](#) tells you a little more about the principles and rationale underpinning our approach for the qualifications. The 'Command Words' are in both the 'Understanding the assessment' guide and the [specification](#). These tell you what we mean by each command word and how students should approach the question and understand its demand.

You said, we did

During the development of this qualification, we talked extensively with teachers, subject experts and our senior assessment teams to influence its structure, content and assessment materials. We then shared our final materials to make sure that they met the identified needs.

Examples of comments received are placed against the relevant sections/questions. Such as you told us that you wanted:

- To keep the exam as close to the current exam for the existing Cambridge National in Sport Science, so that's what we have tried to do by keeping:
 - o the new question paper as **close to the current paper style** for familiarity (tone, feel, question styles)
 - o some **multiple-choice style questions** (MCQ) which may consist of:
 - selecting a single, correct response from a choice of four
 - matching responses in two columns (draw lines)
 - circle correct responses from a list of options
 - 'fill the gap' style words
 - o **scenarios accessible** – so they can be understood by students and make sure they are based on contexts they will have likely encountered
 - o **one Level of Response question** in the new question paper.
- The length of **the exam as short as possible** in duration, to meet your students' needs. We did this by creating approximately a 'one mark a minute paper' (e.g. 70 marks (duration 1 hour 15 mins)).



Sample Assessment Material (SAM)

All students will sit the exam at the same time on the same day.

...day ... Month Year – Morning/Afternoon

Level 1/Level 2 Cambridge National in Sport Science

R180: Reducing the risk of sports injuries and dealing with common medical conditions

The time allowed is designed to give approximately one minute per mark.

Time allowed: 1 hour 15 minutes

No extra materials are needed



Write clearly in black ink. **Do not write in the barcodes.**

Centre number

Candidate number

First name(s) _____

Last name _____

If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

This exam will always be set and marked by us. Exams will be available in January and June each year. The exam must be taken as terminal assessment. This means that the result from the exam taken in the final assessment series before certification will be the one that counts towards the student's overall grade.

Each exam will ask at least one question from each Topic Area in the unit.

The exam will always have 70 marks, across 15 mandatory questions to be answered. Section A will have 25 marks and Section B will have 45 marks.

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Section A

Section A contains a total of 25 marks, made up of MCQ style questions and a number of short to medium response questions.

This is an example of an MCQ type question format. It tests PO1 knowledge. This question requires the correct answer to be circled.

The number of marks assigned to a question will always be given at the end of the question and will always be right aligned.

When a question asks for a specific number of points, we will always put numbers or response headings against the answer lines to show where students should write each point of their answer.

The number of answers needed will always be written as a word in bold.

1 Circle the **two** words used in PRICE therapy.

Personnel	Protection
Recovery	Rehabilitation
Immobilisation	Injection
Compress	Cause
Equipment	Environment

2 Other than a fracture, identify **four** different types of acute injury that can occur at the knee.

- 1
- 2
- 3
- 4

[2]

[4]

3 Other than aggression, identify **two** psychological factors that can influence injury when playing sport.

- 1
- 2

[2]

Section A questions will only assess Performance Objective 1 (PO1) – Recall knowledge and show understanding of Sport Science (without contextual application).

This is an MCQ format type. These questions will only be included in Section A.

This will include a few different types of MCQs. In this sample paper there are two different types of MCQs, in Questions 1 and 7, totalling 3 marks. A maximum of 10 marks could be allocated in total to MCQ style questions.

Students should expect questions which may include examples of different body parts (bones/muscles/joints/tissue) that are susceptible to acute injuries, as detailed in 3.1 of the specification. The example here is 'the knee joint'.

4 (a) Identify **four** symptoms of asthma.

- 1.....
- 2.....
- 3.....
- 4.....

[4]

(b) State **two** different symptoms of epilepsy for each body part.

Eyes	1..... 2.....
Limbs	1..... 2.....
Mouth	1..... 2.....

[6]

Both Appendix B in the specification and the Understanding the assessment guide contain the glossary of Command Words which will be used in our exams. The glossary tells you what we mean by each command word.

Students will need to show their knowledge and understanding from the specification when they respond to this type of question. This may include appropriate symptoms listed in the relevant NHS guidance – this will be indicated in the specification where relevant (TA 5.1 for this example).

4

Where the stem forms a complete question, it will always be presented in this way.

- 5 Other than hydration and medical conditions, identify **four** intrinsic factors that can influence injury.

1
2
3
4

[4]

- 6 SALTAPS is used to remember the on-field injury assessment routine.

State the words that the first and last 'S' in SALTAPS stand for.

First 'S'

Last 'S'

[2]

In this traditional style of MCQ the format style will always have four response options given in alphabetical order, consisting of the correct answer and three distractors (that are associated with other medical conditions in this example).

- 7 Which **one** of the following is a common symptom of diabetes?

Tick (✓) the correct answer.

- (a) Body temperature of 38°C
(b) Extreme tiredness
(c) Urinating less frequently
(d) Wheezing

☐
☐
☐
☐

[1]

This is an example of a question that contains specific instructions for students to follow in their responses. Zero marks would be given for answers that state 'hydration' or 'medical conditions', as the question asks for intrinsic factors other than these to be given. Students need to be careful not to repeat facts given in the question in their answers.

Where contexts are given, these will be kept short and will not contain surplus information, not needed for the question.

For this style of MCQ students should use a tick (✓) in the box to show their response.

Section B

Most Section B questions will relate to a contextualised sentence. The scenario will always be introduced at the start of the question. Format of context may change depending on the question requirements.

8 Sam is a newly qualified basketball coach. He is preparing for a coaching session in a sports hall.

- (a) Complete the table to:
- Identify a practical example for each warm up component.
 - Explain the main purpose of each practical example.

Warm up component	Practical Example	Explanation
Pulse raising	
	
	
Dynamic stretching	
	
	
Skill rehearsal	
	
	

Students may be requested to complete their response in a table format, as in this example.

Section B contains a total of 45 marks across different question types including:

- short answer
- closed response
- extended constructed response
- extended constructed response using images.

Section B questions allow us to assess the following Performance Objectives:

- PO1 – Recall knowledge and show understanding of Sport Science concepts (5 – 11 marks)
- PO2 – Apply knowledge and understanding of Sport Science concepts (24 – 28 marks)
- PO3 – Analyse and evaluate knowledge, understanding and performance (8 – 10 marks).

[6]

6

- (b) At the end of the coaching session Sam needs to make sure the players complete a cool down.

State the **two** components of a cool down.

1

2

[2]

- (c) Describe **four** physiological benefits of a cool down.

1

.....

2

.....

3

.....

4

.....

[4]

- 9 Using a named sport or physical activity, state **one** piece of performance equipment and **one** piece of protective equipment.

Sport/physical activity:

Performance equipment:

Protective equipment:

[2]

Where a question asks for a specific number of points, we will always put numbers or response headings against the answer lines to show where students should write each point of their answer.

Some questions will ask students to choose a sport/activity to focus their response on, as in this example. Responses to these questions should be applied to the sporting activity chosen.

10(a) Using a practical example, describe how a referee can help prevent injury during contact sports.

.....
.....
.....
.....

[2]

(b) Using practical examples, describe **two** ways that coaching can cause injury in contact sports.

1.
.....
.....
.....
2.
.....
.....
.....

[4]

Short and medium answer responses test knowledge and understanding from across the unit content and allow students the opportunity to give free responses.

The number of lines given for a question indicate the approximate length of the answer required. (approximately two lines are provided per mark).

- 11** A runner is preparing for their first ever marathon. They plan to drink plenty of water during the race.

In the above scenario there are **two** individual variables. Identify the two variables and explain how each variable could influence the risk of injury to the runner during the marathon.

Individual variable 1:

Explanation:

.....

.....

.....

Individual variable 2:

Explanation:

.....

.....

.....

[4]

There will always be medium response questions in Section B. These will be 3-6 mark questions.

9

- 12 The diagram below shows the front and back of the human body.

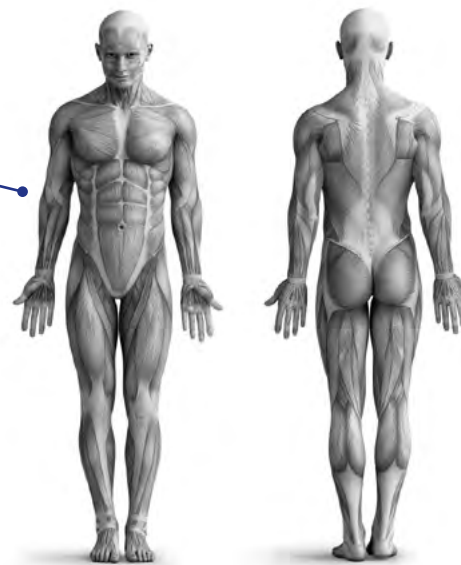


Fig 1.

- (a) (i) Label the place that Achilles tendonitis would occur with the letter 'X'. [1]
- (ii) Other than pain, identify another symptom of Achilles tendonitis.
..... [1]
- (b) Using a practical example, describe how tendonitis can occur at the shoulder joint.
.....
..... [1]

Tables provided for information will have the text left aligned and the numbers or data right aligned.

13

Risk assessment for indoor netball				
Risk		Severity risk rating		
		Low	Medium	High
A	Faulty heating of sports hall	x		
B	Lack of experience of staff / officials / coaches	x		
C	Large number of players on the court		x	
D	Obstructions - benches	x		

Table 1 – Extract from a risk assessment for netball

- (a) Using **Table 1**, state which risk is most likely to involve collisions with other players.

.....

[1]

- (b) Identify a way weather conditions can cause injury when playing netball **outside**.

.....

.....

[1]

- (c) Equipment and playing surfaces can also cause injury to netball players and should be included in the risk assessment.

- (i) Identify **two** ways equipment can cause injury to netball players.

1.

.....

2.

.....

[2]

Students will not be expected to draw a table or graph but may be asked to interpret numbers or data in one, as in this example.

All topic areas and their teaching content may be assessed either as applied practical examples from a sporting activity of a student's choice or from a given sporting example. In this example, the sport is 'netball'.

(ii) Identify **two** control measures for the playing surface to reduce the risk of injury to players.

- 1.
- 2.

[2]

12

- 14 Aggression in ice hockey is common because of the physical nature of the game.



Fig 2.

Use the photograph to help answer the following questions:

- (a) Identify **two** acts of aggression in ice hockey.

1

.....

2

.....

[2]

- (b) Other than the physical nature of the game, identify **two** reasons why ice hockey players may become aggressive.

1

.....

2

.....

[2]

This question uses an image as stimulus only. This helps to bring the question alive and helps students to visualise the sport.

This question is focusing on Topic Area 1.2 – Intrinsic factors. When students answer the question it is important that they demonstrate their knowledge and understanding of intrinsic factors from the specification content, linking their examples to those intrinsic factors.

- Section B will have one level of response (LOR) question worth 8 marks that needs an extended written response. This question will assess:

- PO3 – Analyse and evaluate knowledge, understanding and performance.

[illegible]

The analysis in this question comes from the analysis of the extent of the risk, dependent on the sporting activity chosen. The level of response question may also be evaluative, requiring a decision or judgement from the student. The requirements will be made clear in the question.

The question topic may be drawn from any relevant aspect of the unit teaching content. Students should answer all elements of the question when forming their response, using practical sporting examples to support their response.

This will always be an 8 mark question, and this will be the last question on the exam. This is to:

- allow students to build their confidence throughout the exam before they start this question
- prevent students taking too long to complete this question and not leaving enough time for others.

[8]

Indicates to students there are no more questions to answer.

● END OF QUESTION PAPER

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