

CAMBRIDGE NATIONALS

Examiners' report

SPORT SCIENCE



J802, J812

R041 January 2020 series

Version 1

Contents

Introduction	4
Paper R041 series overview	5
Question 1 (a)	7
Question 1 (b)	8
Question 1 (c)	8
Question 1 (d)	8
Question 2 (a)	9
Question 2 (b)	10
Question 2 (c)	10
Question 2 (d)	11
Question 2 (e)	12
Question 3 (a)	12
Question 3 (b)	13
Question 4	13
Question 5	14
Question 6	15
Question 7 (a) (i)	15
Question 7 (a) (ii)	15
Question 7 (a) (iii)	16
Question 7 (b)	16
Question 8 (a)	17
Question 8 (b)	17
Question 8 (c) (i)	18
Question 8 (c) (ii)	18
Question 9 (a)	19
Question 9 (b)	19
Question 10 (a)	20
Question 10 (b)	20
Question 11	21
Question 12	22
Question 13 (a)	22
Question 13 (b)	23
Question 14 (a)	23
Question 14 (b)	23

Question 14 (c)	24
Question 15	25

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. A selection of candidate answers is also provided. 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 can be downloaded from OCR.

Paper R041 series overview

R041: Reducing the risk of sports injuries is the mandatory examination component for the OCR Level 1/2 Cambridge National Award (J802) and Cambridge National Certificate (J803) in Sport Science.

This component prepares candidates on how to reduce the risk of injuries occurring when participating in physical activity, how to react to common sports injuries and how to recognise the symptoms of some common medical conditions.

To do well on this paper, candidates need to apply knowledge and understanding using practical examples from sport and physical activity. Candidates need to be prepared for a range of different question types so that they can respond equally well to true/false, multi-choice, completion of tables and both short and extended response questions.

Candidates are producing more developed answers when responding to certain parts of the specification that have caused some difficulties in previous years. It is evident that more candidates are more familiar with terminology taken directly from the specification such as individual variables although such terms still cause lower ability candidates some difficulties. However, it is noticeable that other areas of the specification are less well known such as mobility, dynamic movement, emergency care plans and maintenance stretching.

It is important to note that many candidates in questions that require a description and an example or sporting situation are still failing to do this. This series there were a couple of questions that gave responses within the stem of the question so candidates had to consider alternative responses. This caused substantial repetition in some questions, with candidates simply repeating the same or equivalent phrases. As an illustration; Question 2(d) A netball player performs a warm up to control their arousal levels and settle any nerves they have before a game. In such a question, it is essential that candidates avoid simply repeating or giving equivalent answers in the stem such as to avoid feeling anxious.

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks given based on a rigorous standardised procedure.

Examiners use ticks to indicate the number of marks given for Questions 1 – 14.

R041 includes one extended response question that is always Question 15. This is assessed against the 'levels' part of the mark scheme. The mark scheme for this final question has a number of criteria separated into levels. These levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the question and this content is taken into consideration when awarding marks.

Candidates who did well on this paper generally did the following:

- produced clear and concise responses
- applied knowledge and understanding using relevant examples or sporting situations, when this was a requirement of the question: Question 1(d), Question 2(b), (c) and (d), Question 7(a) (iii)
- answered both parts of the question, when this was a requirement of the question: Question 15
- matched the amount of knowledge to the number of marks in the question: Question 2(d), Question 3 (a) and (b), Question 4, Question 6, Question 7(b), Question 9(b)
- produced detailed responses when answering questions that required description/explanation: Question 2 (d), Question 6, Question 13 (a)

Candidates who did less well on this paper generally did the following:

- produced responses that lacked depth: Question 2(a) and (d), Question 6, Question 7(b), Question 9(b)
- did not have sufficient knowledge to give more than one different response: Question 8(a)
- did not read questions properly and/or did not apply to practical examples or sporting situations: Question 2(d), Question 7(a), Question 10(b)
- did not understand technical terms taken directly from specification: Question 2 (a) and (b), Question 2 (e), Question 5, Question 9(a), Question 11, Question 12, Question 14
- repeated responses that were given in the stem of the question: Question 1(d), Question 6, Question 13
- did not give different responses when required: Question 4
- lacked an understanding of the extended response: Question 15
- did not attempt questions. This is indicated by the annotation NR (No Response).

<i>Most successful topics/questions</i>	<i>Least successful topics/questions</i>
<ul style="list-style-type: none"> • Question 1(a-d): Footwear • Question 2(c): Skill rehearsal example • Question 3(b): Cramp treatment • Question 7(a) and (b): Concussion • Question 8: Epilepsy symptoms • Question 10(a) and (b): SALTAPS 	<ul style="list-style-type: none"> • Question 2(a) and (b): Mobility and dynamic movement • Question 2(e): Speed of muscular contraction • Question 5: Types of injuries and treatment • Question 9(a) and (b): Lordosis • Question 11: Injury related to children • Question 13: Individual characteristics • Question 14: Maintenance stretching

Question 1 (a)

1 Fig. 1 below is a picture of footwear worn in many sports.



Fig. 1

(a) Identify **one** way the footwear in Fig. 1 can cause injury to the performer wearing them and to other players.

Performer:

..... [1]

Other players:

..... [1]

The majority of candidates scored well on this question. The most common responses for the 'performer' included footwear being too small, rubbing and studs getting stuck in the surface/pitch. The most common responses for 'other players' were being kicked or 'studded'. Some candidates did not score any marks as they gave the actual injuries that could be caused. For example, cuts and bruises are injuries that can occur to the performer and other players but on these types of responses on their own are too vague as the question asks for the cause of injury. Responses therefore needed to identify the cause rather than the actual injury such as 'too tight for the performer' or 'being tackled' for other players. Some candidates gave both the cause and name of injury and scored the marks.

Exemplar 1

(a) Identify **one** way the footwear in Fig. 1 can cause injury to the performer wearing them and to other players.

Performer:

~~It~~ could cause a blister. [1]

Other players:

the studs could cause more pain ~~if~~ if kicked [1]

This response achieved 1 mark for identifying 'the studs' as a possible cause of injury to other players. The response for the performer names the actual injury of a blister that can occur to the performer, but 'could cause a blister' on its own is too vague as the question asks for the cause of injury. This response therefore needed to identify the cause of blisters such as 'footwear was rubbing' rather than simply naming the injury.

Question 1 (b)

(b) Name an injury the footwear can cause to the performer and other players.

Performer:

..... [1]

Other players:

..... [1]

This response was also well answered. As in Question 1(a), some candidates did not read the question properly and gave the cause of injury this time rather than naming the actual injuries. It was pleasing to see candidates giving a wide range of relevant injuries that appear in the specification (LO3). The most common answer for the 'performer' were blisters, cuts and sprains and for 'other players' the most common injuries were cuts, bruises and fractures.

Question 1 (c)

(c) Describe how the footwear in Fig. 1 helps prevent injury from occurring to the performer.

.....
..... [1]

This response was very well answered with most responses linking the studs and having better grip or players not slipping because of the studs.

Question 1 (d)

(d) Other than the footwear in Fig. 1, identify **one** sport and give a specific type of footwear worn to help prevent injury.

Sport:

Footwear:

[1]

Candidates who did not score on this question either named the footwear in Fig. 1 such as studded football or rugby boots. Other candidates were not specific enough as the question links it to a specific type of footwear that helps prevent injury so basketball trainers on its own is too vague but basketball high top trainers gains a mark.

Question 2 (a)

2 A netball player may use mobility and dynamic movement components during their warm up.

(a) Describe the main function of each component.

Mobility:

.....
..... [1]

Dynamic movement:

.....
..... [1]

Some candidates scored well on this question showing a good knowledge of mobility and dynamic movement but as in other series this part of the specification causes candidates some difficulty with some simply not knowing the terms or confusing the terms mobility and dynamic movement. Other candidates were too vague with their response for mobility by not referring to 'full range of motion around a joint' and for dynamic movement they referred to just speed or direction but both speed and direction was required to gain a mark.

The candidates that did not score on this question was mainly due to two main reasons:

1. Many candidates struggle to differentiate between 'dynamic movement' and 'mobility' exercises. Centres are reminded to check the content of the specification for further guidance on the interpretation of these exercises. Because candidates learn about static and dynamic stretches, they often write lunges etc. for dynamic movements.
2. Candidates simply getting the two terms mixed up and as a result were giving dynamic movement examples for mobility and vice versa.

Exemplar 2

Mobility:

get muscles and joints to their full
range of movement. [1]

Dynamic movement:

warms up the muscles making performer
more flexible, less likely to injure yourself. [1]

This response scores 1 mark for the knowledge of mobility but the response for dynamic movement is too vague with no mention of changing speed and direction.

Question 2 (b)

(b) Give a practical example for each component.

Mobility:

..... [1]

Dynamic movement:

..... [1]

This part of the question asked for a practical example for each of the terms in Question 2(a) – again not all candidates provided these and therefore could not access full marks. However, this was better answered than Question 2(a) with more candidates scoring marks for relevant examples even if their responses to Question 2(a) were too vague. The most common responses included open and closing the gates and arm swings for mobility and shuttle runs or zig zag running for dynamic movement.

Exemplar 3

Mobility:

arm circles [1]

Dynamic movement:

quadriceps stretch / toe touching [1]

As a result of the candidate not having the knowledge for dynamic movement in (a) this response again only scored one mark for a correct practical example of mobility.

Specification – LO2 - Key Components of a Warm Up

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 2 (c)

(c) Give an example of a suitable skill rehearsal phase a netball player could perform in the warm up.

..... [1]

This part of the question caused few issues with many candidates scoring the 1 mark available. However, some candidates did not read the question properly and gave either examples for other sports, other components of a warm up such as pulse raiser or were too vague in their response with answers such as jumping or hitting.

Exemplar 4

Describe how **two** other psychological benefits of a warm up help reduce injury. Give a practical example for each benefit.

1 If they warm up there ^{body} temperature levels will increase meaning that they won't be stiff so less likely to injure themselves

2 If they warm up more oxygen is going to the blood meaning that they can breathe easier and that will stop fanning and passing out so less likely to injure themselves

This response has confused the terminology of psychological with physiological with no practical examples and is unable to access the mark scheme.

Question 2 (e)

(e) What physiological benefit does warming up have on muscular contractions?

..... [1]

The majority of candidates did not score on this question and did not make the connection of a warm up helping to speed up muscular contractions.

Specification – LO2 - Key Components of a Warm Up

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 3 (a)

3 (a) Identify **one** cause of muscle cramp during physical activity.

..... [1]

This was answered reasonably well with a range of responses being credited. Many candidates referred to not warming up as the cause of muscle cramp but this was too vague and responses needed to be more specific such as overstretching or straining. The most common responses included lactic acid build up and lack of water/salt to the muscles.

Question 3 (b)

(b) Identify **one** immediate treatment method for muscle cramp.

..... [1]

Candidates answered this well with many giving an appropriate response for the treatment of muscle cramp. The most common responses cited massage or stretching in their answer.

Question 4

4 Describe **one** environmental hazard a football player faces playing outside and **one** different environmental hazard they face when playing indoor 5-a-side football.

Football outside:

.....

.....

Football inside:

.....

.....

[2]

Candidates that did not repeat responses generally scored 2 marks. Some candidates gave a response associated with the surface for playing football outside such as a slippery pitch but then gave another hazard to do with the playing surface for playing football inside such as a hard floor. This is a repeat of the playing surface hazard and only one mark can be given as the question clearly asks for different environmental hazards.

The most common different environmental hazards included a description of the playing surface (wet, litter) and weather (raining).

Exam command words

Candidates are reminded that when a description is required, single word answers will be unlikely to attract marks.

Exemplar 5

Football outside: ~~the ground is~~ the ground could be ~~slippery~~ wet which leads to players falling over

Football inside: the ground could be hard so it hurts more when falling down

[2]

This response has not given different environmental hazards but has given different hazards for the same environmental factor of the playing surface. The specification names weather, playing surface and other performers as different environmental factors.

Question 5

5 Different types of injuries occur in many different sports and require different treatments.

Complete the following table.

Type	Example	Cause	Treatment
Fracture	Closed	Hard rugby tackle	(i)
(ii)	Strain	(iii)	R.I.C.E.
.....		
.....		

[3]

The majority of candidates did not score maximum marks on this question. Some candidates confused chronic injuries with acute injuries and gained a mark for acute or soft tissue injury in (ii) but then referred to overuse causes for (iii). Some candidates were achieving one mark for appropriate treatment of a fracture such as a cast. Another common error made by candidates was referring to SALTAPS as a treatment method for a fracture. This error may be due to the candidate seeing R.I.C.E as the treatment method underneath.

Question 6

6 R.I.C.E. is a treatment method that can be used to help heal different sports injuries.

Other than rest, explain **two** other parts of R.I.C.E. that can be used when dealing with a cut.

1

.....

2

.....

[2]

Most candidates scored at least one mark for this question. Common errors included a lack of explanation in responses with some candidates simply stating the words compression or elevation. Responses required development of the terms in order to gain the marks available. Many responses used ice as a part of R.I.C.E that could be used when dealing with a cut which is incorrect as cuts should not be treated with ice.

Exam command words

Candidates are reminded that when an explanation is required, single word answers will be unlikely to attract marks.

Question 7 (a) (i)

7 (a) (i) Name a sport where concussion is a common injury.

..... [1]

This was answered correctly by the vast majority of candidates - many of which cited rugby, boxing, football and cricket. The response given by the candidate in Question 7 (a)(i) would also determine if a mark could be given for Question 7(a) (iii).

Question 7 (a) (ii)

(ii) Give **one** example of how concussion occurs in the sport you have identified.

..... [1]

Some candidates did not give an adequate description of how concussion occurs in the sport named in Question 7(a) (i) and gave a response that referred to just tackling or colliding without being specific. Responses required a link to be made to a head injury or an equivalent such as a clash of heads or hitting their head on the ground after a tackle.

Question 7 (a) (iii)

- (iii) In the sport that you have identified, name a piece of protective equipment that can be worn to reduce the chances of concussion occurring.

..... [1]

This response was generally well answered but some responses gave other pieces of protective equipment such as shin pads that will not reduce the chances of concussion occurring. Other responses that did not score a mark was for any responses that gave a helmet as the type of protective equipment that can be worn to reduce the chances of concussion occurring in rugby.

Exemplar 6

- 7 (a) (i) Name a sport where concussion is a common injury.

Rugby..... [1]

- (ii) Give one example of how concussion occurs in the sport you have identified.

Hard rugby tackle..... [1]

- (iii) In the sport that you have identified, name a piece of protective equipment that can be worn to reduce the chances of concussion occurring.

Helmet..... [1]

This response illustrates the two common errors some candidates were making. 1 mark has been scored for (i) and rugby. However, (ii) 'hard rugby tackle' is too vague as there is no reference to a head collision or equivalent and (iii) 'helmet' is not worn in rugby. A helmet is a hard piece of outer covering protective headwear worn by performers in sports such as American Football, cricket, cycling and motor car racing.

Question 7 (b)

- (b) Describe two symptoms of concussion.

.....

 [2]

Many candidates scored maximum marks on this question. The most common responses included feeling dizzy, blurred vision and sickness. Some vague responses included 'pain' but not specifying where the pain was such as a headache.

Question 8 (a)

8 Almost one in a hundred people in the UK have epilepsy (Epilepsy Action UK).

Some people experience just one symptom during a seizure, while others experience several.

(a) Complete the table below to describe symptoms of epilepsy in the different parts of the body.

Parts of the body	Symptoms
Arms/legs	(i)
Eyes	(ii)
Mouth	(iii) (iv)

[4]

Most candidates scored well on this question. Those candidates that did not score maximum marks either gave a repeat response for mouth symptoms such as foaming or dribbling or were simply too vague in their responses such as eyes shut or mouth open.

Question 8 (b)

(b) Clinical guidelines recognise that people with epilepsy need to be given help to control the condition themselves. This involves a review of the types and frequency of seizures along with any medication they have been given.

What other name may be given to this type of review put in place for individuals with epilepsy?

..... [1]

Most candidates did not score well on this question. Candidates that did score were given a BOD for using the term 'Emergency Action Plan' or 'EAP' but as stated in the specification the correct term is 'epilepsy plan'. A large number of candidates offered no response (NR) for this question.

Specification – LO4 - How to respond to medical conditions (Epilepsy)

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 8 (c) (i)

(c) Circle your chosen option to indicate which of the following are true or false.

- (i)** Someone who has been having a seizure for over 5 minutes should be given a sugary sweet to increase their blood sugar levels until emergency help arrives.

True

False

[1]

Some candidates that did not score on this question have mixed up their knowledge of diabetes and epilepsy. It would be dangerous to give someone who is having an epileptic seizure a sweet. This treatment is for diabetes which does help increase blood sugar levels.

Question 8 (c) (ii)

- (ii)** To treat someone having an epileptic seizure, it is important to put them into the recovery position during their seizure.

True

False

[1]

Some candidates that did not score on this question have not read the statement properly as it clearly states 'during' the seizure. It is important that people having a seizure are not restrained and are only placed into the recovery position once the seizure has finished.

Question 9 (a)

9 Fig. 2 shows a diagram of the spinal column.

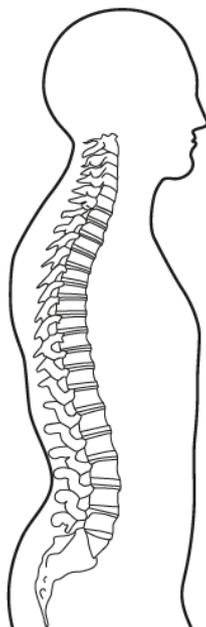


Fig. 2

(a) Draw an arrow on Fig. 2 above to indicate the location and direction of the curve of the spine of someone who has been diagnosed with lordosis. [1]

A number of candidates had sufficient knowledge of lordosis and were able to correctly draw an arrow that indicated both the location (towards the bottom of the spine) and direction (moving from left to right) as this condition pushes the stomach outwards. A few candidates offered no response (NR) for this question or confused lordosis with kyphosis and placed the arrow at the top of the spine.

Specification – LO1 - Sports injuries related to poor posture

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 9 (b)

(b) Identify **two** ways lordosis can contribute to an increased risk of injury.

1

2

[2]

Many candidates scored 1 out of 2 marks in this question but few scored maximum marks. The most common responses included poor posture, weaker muscles/bones and poor balance. Many candidates simply referred to being in more pain which is too vague. Being in more pain has not fully answered the question – identify ways lordosis can contribute to an increased risk of injury.

Exemplar 7

1 more prone to back and neck pain
 2 lack of exercise because of the competition can lead to weaker muscles, more likely to get injured. [2]

This response has scored 1 mark for 'weaker muscles' but being more prone to back and neck and pain is too vague as there needs to be some identification as to how it can contribute to an increased risk of injury. Being in pain is a sign that the area hurts but not that there is an increased risk of injury.

Question 10 (a)

10 (a) What is SALTAPS used for?

..... [1]

A number of candidates could not name the on-field assessment routine clearly identified in the specification. Some candidates simply responded by writing out the terms of SALTAPS (See, ask, look, touch, active, passive and strength) but this is too vague unless linked to reviewing how bad an injury is or equivalent.

Specification – LO3 - How to respond to injuries and medical conditions in a sporting context

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 10 (b)

(b) The table below contains the words that make up the term SALTAPS.

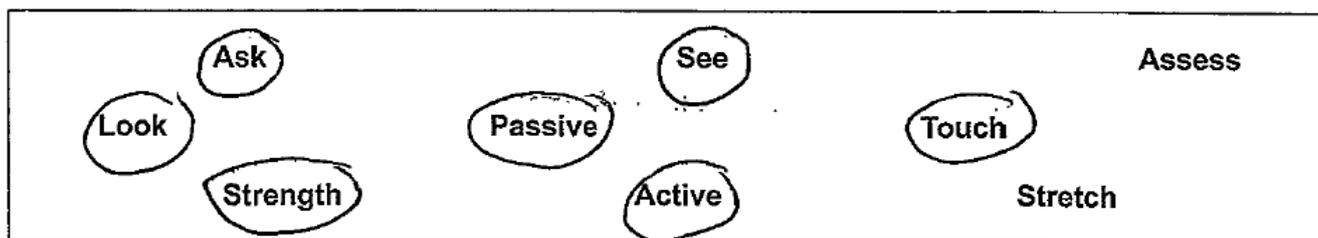
Circle the **two** incorrect words.

Ask	See	Assess
Look	Passive	Touch
Strength	Active	Stretch

[2]

Most candidates scored well on this question. There was evidence of some candidates thought processes with some writing to the side the correct words for SALTAPS and then using this information to correctly circle the two incorrect words – assess and stretch.

Exemplar 8



[2]

This response has circled the seven words of SALTAPS but the question states 'Circle the **two** incorrect words'.

Exam technique

Some candidates did not follow the instructions and circled all of the words other than assess and stretch. The question clearly asks candidates to circle the two incorrect words NOT circle all of the correct words.

Question 11

11 Name the common injury related to children that involves growth spurts at the knee.

..... [1]

This question was not answered well by many candidates. The specification names two types of injuries related to children and these are the ones that candidates should be aware of and be able to describe them. A large number of candidates are unable to spell correctly the term 'Osgood Schlatter's' but examiners gave marks to those that showed a phonetic similarity to the correct technical term. Centres should make sure that candidates are able to spell correctly the technical terms that are identified in the specification.

A number of candidates offered no response (NR) for this question.

Specification – LO3 - Types, causes and treatment of common sports injuries

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 12

12 Which **one** of the following is **not** a component of an emergency action plan?
Circle your chosen option to indicate your answer.

- (a) Emergency Communication
- (b) Emergency Personnel
- (c) Emergency Contact
- (d) Emergency Equipment

[1]

This multi-choice question provided a range of responses. The components of an Emergency Action Plan (EAP) are stated in the specification as - Emergency Personnel, Emergency Communication and Emergency Equipment. Emergency Contact can be an example of Emergency Communication but is not an actual component of the EAP.

Question 13 (a)

13 A basketball coach needs to consider the characteristics of the team and environmental factors before a warm up to help reduce the chances of injury to players.

(a) Other than medical conditions and fitness levels, describe other individual characteristics of the team a coach needs to consider before the warm up.

.....

.....

.....

.....

.....

.....

..... [3]

Some candidates showed a good understanding of what should be considered when planning and delivering a warm up. Those who related their answers to individuals or groups scored marks. For example, taking into account the age range of the group or the ability level of the individual. Some candidates misunderstood the requirements of the question and gave some environmental factors as answers such as checking the condition of the pitch and so scored fewer marks.

A common error made by candidates was putting gender as a specific need. Warm ups can be delivered without taking into account gender but if the candidate then referred to specific physiological differences such as strength or flexibility they were then credited the mark.

Exam command words

Candidates are reminded that when a description is required, single word answers will be unlikely to attract marks.

Exam technique

Some candidates simply referred to 'medical conditions' and 'fitness levels' which were already given in the stem of the question.

Question 13 (b)

- (b) Identify an environmental consideration the coach needs to consider before planning a warm up.

..... [1]

Many candidates scored well by identifying an environmental consideration before planning a warm up. The most common response was weather and surface. A minority of candidates wrote about other factors that are clearly not environmental for example, 'the ability levels of players' or 'medical conditions'.

Question 14 (a)

- 14 (a) Describe the main purpose of maintenance stretches.

.....
..... [1]

Few candidates scored well on Question 14 (a), (b) and (c) generally. Many responses included an increase in flexibility but the main purpose of maintenance stretching is to return the muscle back to its normal length.

Question 14 (b)

- (b) When should maintenance stretching be performed?

..... [1]

The majority of candidates responded with 'before' and 'after' exercise which is too vague. Maintenance stretching should be performed after physical activity and is a specific component of a cool down named in the specification.

Exemplar 9

(b) When should maintenance stretching be performed?

or muscles.

^{and after}
before the activity

[1]

This response is too vague as the candidate has given more than one response. Maintenance stretching is performed after the activity or during the cool down so the first response of 'before' is marked first therefore this response does not get credit for the second response of 'after'.

Question 14 (c)

(c) Give an example of a maintenance stretch for the arms or shoulders.

..... [1]

Many candidates referred to mobility stretching such as shoulder rolls and arm swings which is too vague. Maintenance stretching is a static form of stretching and these stretches should be held for approximately 10 to 15 seconds.

Specification – LO2 - Key components of a cool down

Centres are reminded that any aspect of the specification can be examined so all the specification content needs to be delivered to candidates.

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 15

15* Explain how individual variables can increase the risk of injury.

Using practical examples, describe what actions a coach could take to help lower the risk of injury to performers from individual variables.

.....

.....

..... [8]

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Most candidates showed a fluent and well-planned response, others less so and showed a lack of overall structure and grammatical / spelling accuracy. The good candidates made good points about individual variables and then went on to detail those points before finally giving examples of how a coach could reduce the chances of injury occurring from named individual variables.

Those that covered and developed at least three individual variables with sufficient knowledge of the actions of a coach scored well. A number of candidates impressed through their knowledge and understanding of this part of the specification. The lower scoring candidates got confused between individual variables and extrinsic factors. These candidates were also too vague in their responses and rarely developed their points or focused on one individual variable such as age. It is important for candidates to carefully read the question and identify exactly what is required by the question and for them to highlight or underline the variables that must be addressed in their responses.

Candidates that showed a good understanding of the individual variables that can influence the risk of injury and had obviously been well prepared by their centres using the variables listed in the specification. Some excellent answers included developed explanations of how gender, age, flexibility, nutrition, sleep and previous/recurring injuries could not only influence injury but the actions a coach could take to help lower the risk of injury to performers.

It is important that centres remind candidates to read and respond to all parts of each question - in this instance an explanation along with an action a coach could take was required for each named individual variable. The candidates that used this way of answering the question tended to score higher marks.

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Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

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Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our **Customer Support Centre**.

Vocational qualifications

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