



Oxford Cambridge and RSA

# **Cambridge National**

## **Sport Science**

### **R041/01: Reducing the risk of sports injuries**

Level 1/2 Cambridge National Certificate/Award

## **Mark Scheme for January 2023**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

### **Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following

<b>Descriptor</b>	<b>Award mark</b>
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

**11. Annotations in RM3**

The following annotations are available:

- ✓ = Correct response
- ✗ = Incorrect response
- BOD** = Benefit of doubt
- BP** = Blank Page
- IRRL** = Irrelevant
- REP** = Repetition
- VG** = Vague
- KU** = Knowledge and understanding
- DEV** = Development of point
- EG** = Examples
- S** = Sub-max
- L1** = Level 1
- L2** = Level 2
- L3** = Level 3
- SEEN** = used for NR (no responses)

Highlighting is also available to highlight any particular points on the script.

**[The following questions should be annotated with ticks to show where marks have been awarded in the body of the text question 1-14]**

Question	Answer	Marks	Guidance
1 (a)	One mark for: False	[1]	
1 (b)	One mark for: True	[1]	
1 (c)	One mark for: False	[1]	
1 (d)	One mark for: False	[1]	

Question	Answer	Marks	Guidance
2.	<p><b>Two marks sub max for individual variables (odd numbers) and two marks sub max for explanation</b></p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Males less flexible than females <b>so</b> more likely to pull a muscle / males are generally stronger than females <b>so</b> could cause injury if collisions when playing together</li> <li>3. Age</li> <li>4. Elderly or children tend to be weaker / more fragile <b>so</b> should be competing against people of their own age OR more chance of fractures</li> <li>5. Flexibility</li> <li>6. The less flexible <b>so</b> they are more likely to strain / tear / pull / sprain muscles / tendons / ligaments OR poor flexibility <b>so</b> the performer is more likely to use poor technique</li> <li>7. Nutrition / diet</li> <li>8. Poor nutrition can lower concentration / focus <b>so</b> more likely to get distracted / collide into equipment</li> <li>9. Sleep</li> <li>10. Lack of sleep causes poor focus / concentration / decision making / slower reaction times / low motivation <b>so</b> more chance of dangerous play / poor technique</li> <li>11. Previous or recurring injuries / disability</li> <li>12. Part of the body can be weaker <b>so</b> may lead to poor balance / technique</li> <li>13. Psychological / motivation / arousal / anxiety / self-confidence / self esteem</li> <li>14. Not motivated <b>so</b> pulling out of tackles Or too motivated / aggressive <b>so</b> reckless when tackling</li> <li>15. Fitness levels / physical preparation / medical conditions / health / poor posture</li> <li>16. Not doing a warm up / lack of previous training / unfit <b>so</b> not ready for physical activity</li> <li>17. Experience / ability / knowledge</li> <li>18. Beginners may have limited knowledge of rules / techniques <b>so</b> perform incorrectly / dangerously</li> </ol>	<b>[4]</b>	<p>Candidates have to match valid explanation and individual variables in order to gain both marks.</p> <p>If incorrect explanation but correct named individual variable = 1</p> <p>If correct explanation but VG individual variable = 1 BOD</p> <p>If individual variable named in explanation = 2</p> <p><b>Accept other valid explanations</b></p> <p><b>Accept creditable practical examples for explanations</b> – adults playing rugby alongside / against teenagers or children could cause injury <b>as</b> weaker or children should be using lighter weights <b>as</b> weaker / body still developing (Pt4)</p> <p><b>Accept:</b> Other components of fitness as individual variables (Pt 5)</p> <p>P4 - Younger / older (on it's own) for age = VG</p> <p><b>Accept:</b> Point 8: Or Poor nutrition can cause performers to be too tired / lacking in energy <b>so</b> may collapse Or Poor nutrition can lead to obesity / overweight <b>so</b> more pressure on bones Or Lack of minerals / vitamins can cause weak bones / muscles <b>so</b> more chance of fractures Or Lack of water leads to dehydration / weakness <b>so</b> more chance of collapsing</p> <p>Sleep – lack of sleep tired and not play to best of ability = VG (Pt10)</p>



Question	Answer	Marks	Guidance
3.	<p><b>Three marks for three from:</b></p> <ol style="list-style-type: none"> <li>1. <u>Increases</u> body / muscle temperature</li> <li>2. <u>Increase</u> in the <u>speed / strength</u> of muscle contraction / quicker movements</li> <li>3. <u>Increase</u> in heart rate</li> <li>4. Prepares the <u>body / muscles</u> for physical activity / exercise / game</li> <li>5. <u>Increase</u> in flexibility / pliability / elasticity (of muscles or ligaments and tendons or joints) / <u>reduces</u> stiffness (before exercise)</li> <li>6. <u>Increase</u> in blood flow or oxygen to (working) muscles</li> <li>7. <u>Reduced</u> chance of injury</li> <li>8. <u>Delays</u> onset of lactic acid (building up in the muscle) / enables you to work for longer</li> <li>9. <u>Increase</u> in breathing rate</li> <li>10. <u>Improve</u> performance or technique / able to practice or rehearse skills</li> </ol>	<b>[3]</b>	<p><b>Do not accept:</b>  Warming up the body / muscles = VG  Increase range of movement / ROM = VG  Removes lactic acid = VG  Gets you ready / skill rehearsal to prepare muscles = VG  Don't get injured or stops / prevents injury = VG  Loosens / stretches muscle = VG  Better lung capacity = VG</p>
4 (a)	<p><b>One mark for:</b></p> <p>Heightens or controls arousal levels</p>	<b>[1]</b>	<p>Accept: Equivalent of heightens e.g. increases / higher / goes up / lowers (if response indicates arousal levels too high)</p> <p><b>Do not accept:</b> Descriptions of what arousal does e.g. 'get in the zone' / settles nerves / get you into right mind set unless there is reference to heightens or controls or equivalent = VG</p> <p><b>Accept:</b> Optimum arousal level = BOD</p>

Question	Answer	Marks	Guidance										
4 (b)	<p><b>Two marks for two of:</b></p> <ol style="list-style-type: none"> <li>1. Concentration / focus</li> <li>2. Motivation</li> <li>3. Mental rehearsal / mental preparation / imagery / visualisation</li> <li>4. Confidence / self-esteem</li> <li>5. Reaction time</li> </ol>	[2]	<p><b>Do not accept:</b> Reference to arousal</p> <p>Anxiety / nerves / aggression on its own = VG</p> <p><b>Accept:</b> Controls / decreases (or equivalent) anxiety / nerves / aggression / calms you down = BOD</p> <p>Get in the zone / correct mind set = BOD</p>										
5 (a-d)	<p><b>One mark for each of the following:</b></p> <table border="1" data-bbox="304 699 1081 1230" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #d3d3d3;">Key Components of a warm up</th> <th style="background-color: #d3d3d3;">Description</th> </tr> </thead> <tbody> <tr> <td>(a) Dynamic movement</td> <td>Changing speed and direction</td> </tr> <tr> <td>(b) Mobility</td> <td>Taking joints through their full range of movement</td> </tr> <tr> <td>(c) Pulse raiser</td> <td>Exercises that slowly increase heart rate</td> </tr> <tr> <td>(d) Skill rehearsal</td> <td>Practicing common movement patterns</td> </tr> </tbody> </table>	Key Components of a warm up	Description	(a) Dynamic movement	Changing speed and direction	(b) Mobility	Taking joints through their full range of movement	(c) Pulse raiser	Exercises that slowly increase heart rate	(d) Skill rehearsal	Practicing common movement patterns	[4]	
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6.	<p><b>Two marks for:</b></p> <ol style="list-style-type: none"> <li>1. Pulse lowering</li> <li>2. Stretching</li> </ol>	[2]	<p>Accept components in either order</p> <p><b>Do not accept:</b> Dynamic stretch = VG</p> <p><b>Accept:</b> reducing / decreasing – pulse / heart rate</p>										







Question	Answer	Marks	Guidance
7.	<p><b>Four marks for:</b></p> <p><u>(Size of the group)</u>            1. Group too big or crowded or little space available <b>so</b> people bumping into each other / collisions or need bigger space            OR Group too large <b>so</b> cannot hear instructions / can't concentrate / focus on task or need to communicate effectively or more organisation needed            OR Large groups <b>so</b> more staff required (safety reasons)</p> <p><u>(Age of the participants)</u>            2. Participants must be of an appropriate age <b>so</b> have them performing in same age categories / warm up is not too challenging / demanding</p> <p><u>(Experience of the participants)</u>            3. If a less experienced group then an appropriate warm up needs to be delivered <b>so</b> less demanding / complex</p> <p><u>(Individual fitness levels)</u>            4. If individuals are not fit enough the warm up should be delivered at the correct level <b>so</b> it is a lower intensity</p> <p><u>(Medical conditions / previous injuries/ disability)</u>            5. Need to consider the type of warm up if an individual in the group has a previous injury / medical conditions <b>so</b> they are prepared / or check performers have necessary equipment e.g. inhalers or less demanding warm up maybe used</p> <p><u>(Suitability as preparation for a particular activity / sport)</u>            6. The warm up or cool down must be suitable for the karate session <b>so</b> the appropriate muscles are focused on</p> <p><u>(Environmental Factors)</u>            7. Awareness of weather / temperature conditions <b>so</b> precautions in place to help prevent performers from slipping / dehydration / heat exhaustion</p>	[4]	<p><b>Do not accept:</b> Reference to gender</p> <p>Younger / older (on its own) for age = VG            Too young / too old for high intensity warm up = BOD</p> <p><b>Accept</b> other appropriate explanations or practical examples linked to warm up / cool downs)</p> <p><b>Accept:</b> safe student and staff ratio (Pt 1)</p> <p>Pt 2 - If elderly / child then appropriate age related warm ups delivered <b>because</b> they are weaker or less intense warm up performed</p>

Question	Answer	Marks	Guidance
8.	<p><b>One mark for:</b></p> <p>Static / dynamic / passive / developmental (stretching)</p>	[1]	<p><b>Do not accept:</b> Examples of muscle stretches e.g. Hamstring = VG or exercises such as lunges etc = VG</p> <p>Maintenance stretch = VG</p>
9a	<p><b>Two marks for:</b></p> <ol style="list-style-type: none"> <li>1. Tingling / pins and needles</li> <li>2. (Sudden) muscle stiffness / rigidity</li> <li>3. Spasms / twitching on one side of the body / shaking / or loss of control / moving arms around</li> <li>4. Loss of senses or change in senses / blurred vision / loss of consciousness or dizziness or disorientation / confusion or auras / light headed</li> <li>5. Eyes rolling back (in the head)</li> <li>6. Not remembering / unable to communicate / difficulty speaking / slurred speech / unaware of surroundings / blank staring or not responding or vacant episode</li> <li>7. Headaches / sleepiness / tiredness</li> <li>8. Lip smacking / foaming at mouth / dribbling / chewing or swallowing</li> <li>9. A feeling events have happened before / déjà vu</li> <li>10. Sudden intense emotions</li> <li>11. Rubbing hands / fiddling with objects / fidgeting picking at clothes</li> <li>12. Loss of bladder / bowel control</li> <li>13. Making random noises</li> <li>14. Coloration of skin / lips</li> </ol>	[2]	<p>Accept any other relevant answers.</p> <p><b>Do not accept:</b> Fits / seizures</p> <p>Rolling on floor = VG</p> <p>Collapsing = VG</p> <p><b>Accept:</b></p> <p>Eyes moving all over place = BOD (Pt5)</p> <p>Fainting = BOD (Pt4)</p>

Question	Answer	Marks	Guidance
9b	<p><b>One mark from:</b></p> <ol style="list-style-type: none"> <li>1. Do not hold / restrain them / allow free but safe movements / allow them to fit</li> <li>2. Protect the person from injury / keep them from harm / keep them safe / move objects / clear area / remove things in way / create space</li> <li>3. Keep them calm / stay with them / reassure them / keep them warm</li> <li>4. Cushion / support their head</li> <li>5. Put in recovery position <u>after</u> seizure (has finished)</li> <li>6. Give appropriate Anti-epileptic drugs / AEDs / medication</li> </ol>	<b>[1]</b>	<p><b>Do not accept:</b> Emergency action plan = VG</p> <p>Hold head or restrain = VG</p> <p>Find a first aider = VG</p> <p><b>Accept:</b></p> <p>Make sure nothing in the way = BOD (Pt2)</p> <p>Time the seizure = BOD</p>
10a.	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. High / low <u>blood</u> sugar levels</li> <li>2. Increased thirst / dry mouth</li> <li>3. Going to the toilet lots</li> <li>4. (Extreme) tiredness / unconscious / coma-like state / fatigue / low energy/ weakness / drowsy / fainting / headaches / feeling dizzy / light headed</li> <li>5. Weight loss / weight gain</li> <li>6. Odd behaviour / could be mistaken for 'drunkenness'</li> <li>7. Confusion / memory loss</li> <li>8. Pale / cold/ sweaty skin / sweating</li> <li>9. Nausea / vomiting / sickness</li> <li>10. Blurred vision</li> <li>12. Slow healing cuts / sores</li> <li>13. Irritating skin / tingling skin / itchy</li> <li>14. Abdominal pain / feeling hungry</li> <li>15. Trembling / shaking / convulsions</li> <li>16. Red or swollen gums</li> <li>17. Shallow or rapid breathing / a higher heart rate than usual</li> </ol>	<b>[3]</b>	<p><b>Do not accept:</b> high / low insulin levels = VG</p> <p><b>Accept:</b> unstable <u>blood</u> sugar levels = BOD</p> <p>Zoning out = BOD (Pt 4)</p> <p>Fast heart rate = BOD (Pt17)</p> <p>Dehydration = BOD</p>
10b.	<p><b>One mark for:</b></p> <p>(Give them) insulin (injection) / (food high in) sugar / sweets / fizzy drink / glucose (tablets) / fruit juice</p>	<b>[1]</b>	<p><b>Do not accept:</b> Blood sugar test / check blood sugar levels / healthy lifestyle / exercise / good diet = VG</p>

Question	Answer	Marks	Guidance
11.	<p><b>One mark for:</b></p> <p>Asthma</p>	[1]	<p><b>Accept:</b> Phonetic spellings of asthma</p>
12a.	<p><b>One mark for each description:</b></p> <p><b>See</b></p> <p>1. Did you watch or observe the injury occur / what happened / ask someone else</p> <p><b>Touch</b></p> <p>2. Feeling for pain / tenderness / abnormalities / signs of heat / loss or change of sensation</p> <p><b>Active</b></p> <p>3. Can the player move the limb themselves / ask the casualty to move the injured area</p> <p><b>Passive</b></p> <p>4. The coach moves the injured limb / the coach sees if they are able to move the injured part of body</p>	[4]	<p>One mark for each correctly described element Accept practical examples</p> <p>SEE - if they can move it / see where the injury is = VG</p> <p>TOUCH - see how the performer reacts = BOD TOUCH – (around the injury) to see if it hurts = BOD</p> <p>ACTIVE - Apply pressure = VG ACTIVE - To try and <u>get them</u> to move the injured area = BOD</p>

Question	Answer	Marks	Guidance
12b.	<b>One mark for:</b>  C – compress / compression	<b>[1]</b>	
12c.	<b>Two marks for:</b>  1. Stretching 2. Massage 3. Heat (treatments - packs / pads / lamps / blankets / cream) / hot water bottles / hot tub / hot bath 4. Glucose gels 5. Fluid intake	<b>[2]</b>	<b>Do not accept:</b> Any reference to R.I.C.E (in question) = REP Sauna = VG <b>Accept:</b> Painkillers / paracetamol / ibuprofen = BOD

Question	Answer	Marks	Guidance																		
12d.	<p><b>Two marks for:</b></p> <table border="1" data-bbox="277 220 1111 1021"> <thead> <tr> <th data-bbox="277 220 627 325">Picture of treatments</th> <th data-bbox="636 220 806 1021"></th> <th data-bbox="815 220 1111 325">Name of treatments</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 331 627 746">  </td> <td data-bbox="636 331 806 1021" rowspan="7">  </td> <td data-bbox="815 331 1111 430">Cast</td> </tr> <tr> <td data-bbox="277 753 627 1021"></td> <td data-bbox="815 437 1111 536">Crutches</td> </tr> <tr> <td data-bbox="277 1027 627 1021"></td> <td data-bbox="815 542 1111 641">Sling</td> </tr> <tr> <td data-bbox="277 1027 627 1021"></td> <td data-bbox="815 647 1111 746">Splint</td> </tr> <tr> <td data-bbox="277 1027 627 1021"></td> <td data-bbox="815 753 1111 852">Stretching</td> </tr> <tr> <td data-bbox="277 1027 627 1021"></td> <td data-bbox="815 858 1111 957">Taping</td> </tr> <tr> <td data-bbox="277 1027 627 1021"></td> <td data-bbox="815 963 1111 1021"></td> </tr> </tbody> </table>	Picture of treatments		Name of treatments			Cast		Crutches		Sling		Splint		Stretching		Taping			<p><b>[2]</b></p>	<p>If more than one line from treatment = VG</p>
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Question	Answer	Marks	Guidance
13 (a)	<p><b>One mark sub-max (description) and one mark sub-max (example):</b></p> <p><b>Acute (description)</b></p> <p>Caused by sudden / instant trauma to the body / injury happens straight away</p> <p><b>Sub-max 1 (example):</b></p> <ul style="list-style-type: none"> <li>• Falling off bike / bike slipping from under them</li> <li>• Collision / hit by with other cyclist / spectator / object / car</li> <li>• Shoes or saddle rubbing / burning</li> <li>• Hit by hailstones / bad weather causes a crash</li> <li>• Hit by object (thrown by crowd)</li> <li>• Overstretching / not warming-up / stretching / preparing properly</li> <li>• Getting off bike awkwardly</li> <li>• Incorrect / faulty equipment</li> <li>• Injuring yourself knocking someone else / not playing by the rules or safe guidelines / behaving inappropriately / coaching inappropriate / dangerous techniques / strategies</li> </ul>	<p>[1]</p> <p>[1]</p>	<p><b>Do not accept:</b> sudden pain (on its own) = VG (this is the result)</p> <p>Accept other suitable examples</p>
13 (b)	<p><b>Two marks for:</b></p> <p>Arms - tennis elbow / golfer's elbow / tendonitis / swimmers shoulder / blisters</p> <p>Legs - Shin splints / jumper's knee/ runners knee / dancers hip / Osgood-Schlatter (Disease) / Severs disease / (Achilles / patella) tendonitis / blisters</p>	<p>[2]</p>	<p><b>Accept:</b> tendonitis / blisters once</p> <p>Accept other suitable examples</p> <p><b>Do not accept:</b> – round shoulder</p> <p>Repetitive strain injury (RSI) on own – VG</p> <p><b>Accept:</b> cramp = BOD (long period of time)</p>

Question	Answer	Marks	Guidance								
14.	<p><b>One mark for each:</b></p> <table border="1" data-bbox="241 244 1120 837"> <thead> <tr> <th data-bbox="241 244 555 384">Area of Emergency Action Plan</th> <th data-bbox="555 244 1120 384">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="241 384 555 525">Emergency Communication</td> <td data-bbox="555 384 1120 525"><b>(a)</b> Telephone (999) / Emergency numbers / Emergency services</td> </tr> <tr> <td data-bbox="241 525 555 665"><b>(b)</b> Emergency Personnel</td> <td data-bbox="555 525 1120 665"><b>(c)</b> First aider / first responder / coach / / doctor / medic / nurse / medical team</td> </tr> <tr> <td data-bbox="241 665 555 837">Emergency Equipment</td> <td data-bbox="555 665 1120 837"><b>(d)</b> First aid kit / evacuation chair / / wheelchair / stretcher / defibrillator / inhaler / bandages / ice pack / sling</td> </tr> </tbody> </table>	Area of Emergency Action Plan	Example	Emergency Communication	<b>(a)</b> Telephone (999) / Emergency numbers / Emergency services	<b>(b)</b> Emergency Personnel	<b>(c)</b> First aider / first responder / coach / / doctor / medic / nurse / medical team	Emergency Equipment	<b>(d)</b> First aid kit / evacuation chair / / wheelchair / stretcher / defibrillator / inhaler / bandages / ice pack / sling	<p>[4]</p>	<p><b>Mark first response only</b></p> <p>Pt (a) phone / phone someone = VG  Pt (a) ambulance (on its own) = VG  Pt (a) call ambulance / 999 = BOD  911 = VG</p> <p>Pt (c) person in charge = VG  Pt (c) parents = BOD</p> <p>Pt (d) first aid / ambulance = VG</p> <p>Cast = VG</p>
Area of Emergency Action Plan	Example										
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Question	Answer	Marks	Guidance
15.	<p><b><u>Levels of response</u></b></p> <p><b>Level 3 (7-8 marks)</b> A comprehensive response:</p> <ul style="list-style-type: none"> <li>- shows detailed knowledge and understanding</li> <li>- makes many points, many of which are well developed.</li> <li>- is well structured and consistently uses appropriate terminology.</li> <li>- there are few if any errors in grammar, punctuation and spelling.</li> </ul> <p><b>Level 2 (4-6 marks)</b> A competent response:</p> <ul style="list-style-type: none"> <li>- shows good knowledge and understanding.</li> <li>- makes some valid points a few of which may be developed.</li> <li>- is reasonably well structured and uses some appropriate terminology.</li> <li>- there are occasional errors in grammar, punctuation and spelling.</li> </ul> <p><b>Level 1 (1-3 marks)</b> A basic response:</p> <ul style="list-style-type: none"> <li>- shows limited knowledge and understanding.</li> <li>- makes some basic points which are rarely developed.</li> <li>- has limited coherence and structure with little or no use of appropriate terminology.</li> <li>- errors in grammar, punctuation and spelling may be noticeable and intrusive.</li> </ul> <p><b>0 = nil response or no response worthy of credit.</b></p> <p><b>Use of annotations:</b></p> <p><b>Numbered points = knowledge / understanding</b>  <b>Bullet points = likely to be development of knowledge</b>  <b>E.g. = use of practical examples of what Emma could do</b></p>	[8]	<p>Differentiating between levels look for: (NB – KU/DEV requirements are only a guide).</p> <p><b>Level 3 Discriminators</b></p> <ul style="list-style-type: none"> <li>• At the top of this level candidates make many points from the indicative content from different extrinsic factors</li> <li>• The response shows a detailed understanding with detailed discussion regarding a variety of extrinsic factors (4KU/4+DEV) that influence the risk of injury.</li> <li>• Extrinsic factors are well developed with use of clear tennis examples</li> </ul> <p><b>Level 2 Discriminators</b></p> <ul style="list-style-type: none"> <li>• At least three extrinsic factors may have been developed for the top of this level (3KU/3DEV)</li> <li>• Satisfactory knowledge &amp; understanding of some (3+) different extrinsic factors</li> <li>• Some success in practical application relating to tennis of knowledge &amp; understanding to extrinsic factors and how they can influence injury</li> </ul> <p><b>Level 1 Discriminators</b></p> <ul style="list-style-type: none"> <li>• At the top of this level at least two factors may have been mentioned with some development (2KU/1DEV)</li> <li>• Basic understanding of few extrinsic factors (1-2), with limited examples with simple identification rather than description</li> <li>• Little or no attempt at tennis practical application of knowledge &amp; understanding to extrinsic factors and how they influence the risk of injury</li> <li>• One mark for any credit worthy statement or example relating to extrinsic factors</li> </ul> <p style="text-align: center;">Indicate the level at the end of the response</p>

<p><b><u>Indicative content:</u></b></p> <p><b><u>1. Type of activity</u></b></p> <ul style="list-style-type: none"> <li>• Non-contact sports such as tennis present different injury than a person playing contact sports e.g. rugby/football are contact sports where players will collide with one-another as part of the game, whereas tennis players do not come into contact with each opponent</li> </ul> <p><b><u>2. Coaching/supervision</u></b></p> <ul style="list-style-type: none"> <li>• Poor/ incorrect coaching techniques e.g. a coach not using the correct technique for a serve e.g. be aware of coaches encouraging aggressive play</li> <li>• Poor supervision/a coach not paying attention e.g. coach must pay attention so that players copy/repeat what has been coached</li> <li>• Ineffective communication skills e.g. ensure players are able to understand instructions / The coach may be too quiet / not clear or you may not hear the session instructions which might lead to dangerous play</li> <li>• Importance of adhering to rules and regulations e.g. rules such as not throwing the racquet</li> </ul> <p><b><u>3. Equipment</u></b></p> <ul style="list-style-type: none"> <li>• Ensure that no equipment is faulty, unsafe or broken e.g. broken racket handle / net</li> <li>• Protective equipment - are players wearing appropriate equipment e.g. wearing a hat to screen them from the sun</li> <li>• Performance equipment – can get hit with equipment e.g. tennis racket – correct size and weight / strings at the correct tension / check the balls are correct pressure</li> <li>• Clothing/footwear suitable for playing surface/weather conditions/specific sport or activity e.g. tennis trainers to get grip on the court.</li> </ul>	<p><b><u>4. Environmental factors</u></b></p> <ul style="list-style-type: none"> <li>• Check the weather / temperature conditions / is too windy / wet / cold e.g. if poor weather then session moved indoors / into the shade e.g. call the session off if conditions are too dangerous for players e.g. ensure players are drinking enough to help prevent dehydration</li> <li>• Ensure a safe playing surface e.g. ensuring the court doesn't have any potholes / uneven e.g. check the court is safe to play with no objects / litter for players to trip e.g. remove debris / wet from court so less chance of slipping</li> <li>• Performance area and surrounding area has enough room e.g. if plenty of space then session may consist of more tennis players e.g. ensure that there is sufficient area around the court for running/play, otherwise players may collide with advertising hoardings/fences</li> <li>• Other participants playing to the rules / bumping into each other e.g. could run into some playing on the next court / doubles e.g. players not throwing rackets / hitting balls in frustration</li> </ul> <p><b><u>5. Safety hazards</u></b></p> <ul style="list-style-type: none"> <li>• Risk assessments – carried out before the event to ensure everything is safe.</li> <li>• Safety checks – checking the equipment and playing surface before the event e.g. Identify who and how players could become injured e.g. Take steps to minimise/eliminate risks/Ensure the match is safe to go ahead i.e. checking court for litter/debris/dog faeces e.g. During/Ongoing: do conditions change during the game - weather/snow/hail causes court to become dangerous</li> <li>• Emergency action plans</li> <li>• Make sure the EAP is in place prior to the session and that all coaches are aware of the procedures. e.g. Measures in place to deal with injuries sustained in game of tennis</li> </ul>
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