

Cambridge National

Sport Science

R180/01: Reducing the risk of sport injuries and dealing with common medical conditions

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for June 2024

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.

© OCR 2024

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 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 40 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
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

Annotation	Meaning
✓	Correct response
x	Incorrect response
BOD	Benefit of doubt
IRRL	Irrelevant
REP	Repetition
VG	Vague
?	Unclear
KU	Knowledge and understanding – used when marking an 8-mark question
DEV	Development – used when marking an 8-mark question
EG	Example – used when marking an 8-mark question
S	Sub-max for question reached
L1	Level 1 – used at the end of an 8-mark question to state the level of the response
L2	Level 2 – used at the end of an 8-mark question to state the level of the response
L3	Level 3 – used at the end of an 8-mark question to state the level of the response
SEEN	Used for NR (no response)

Annotation	Meaning
BP	Blank page

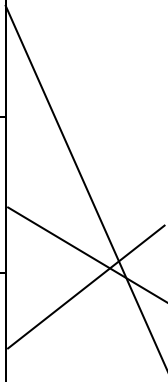
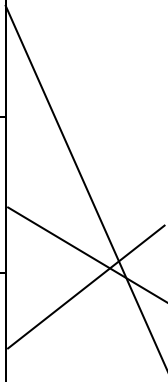
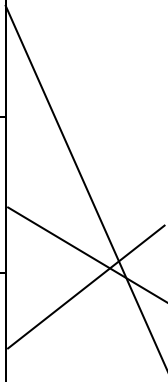
12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance								
1	(a)		<p>Two marks for:</p> <table><tr><td>Response</td><td>Diabetes</td></tr><tr><td>Rest</td><td>Action</td></tr><tr><td>Blood</td><td>Circulation</td></tr><tr><td>Compress</td><td>Reassurance</td></tr></table>	Response	Diabetes	Rest	Action	Blood	Circulation	Compress	Reassurance	2	If more than two circles marked = VG. It needs to be clear that candidates have crossed out a response and what they have given as their two responses.
Response	Diabetes												
Rest	Action												
Blood	Circulation												
Compress	Reassurance												
1	(b)		<p>One mark for:</p> <p>An injury that requires emergency treatment / to treat any life threatening injuries / primary survey / attending to a casualty / assess how serious an injury is / procedure used after an accident / performer needs to be treated as soon as possible</p>	1	<p>Accept: examples of life threatening or conditions where casualty maybe unresponsive injuries / conditions e.g. cardiac arrest / heart attack / anaphylaxis / unconsciousness / collapsing / passing out / fainting / knocked out / asthma attack / seizure = 1</p> <p>Do not accept: Response to an injury = X Getting injured = VG</p> <p>Do not accept: Injuries such as cuts or medical condition (on its own) e.g. asthma = VG</p> <p>Accept: Not moving / not responding = BOD</p>								

Question			Answer	Mark	Guidance
2			Three marks for any three of: 1. Open / compound 2. Closed / simple 3. Stress / hairline / undisplaced	3	Accept: Other types of fracture - transverse, greenstick / displaced / comminuted / spiral / avulsion Do not accept: examples of body parts that can be fractured e.g. leg = VG
3			Two marks for: 1. Direct / hostile 2. Channelled / instrumental	2	Do not accept: Passive / controlled / physical / verbal / mental = VG Accept: Indirect = BOD (Point 2)
4			Four marks for any four of: 1. Excessive sweating / pale or clammy skin / heat rash / red face or skin 2. Headache / dizziness / lack of concentration / light headedness / blurred vision / confusion / slurred speech 3. Being (very) thirsty / dehydration / dry mouth or lips 4. Feeling or being sick / nausea 5. Rapid pulse rate 6. Rapid breathing rate / breathing difficulties 7. Tiredness / weakness / lack of energy / fatigue 8. Body cramps 9. High temperature / body temperature above 38°C	4	Refer to Page 3 Marking Instructions - Short Answer Questions. Do not accept: Overheat = VG Feeling hot = VG Unconscious = VG Accept: Fainting = BOD (Point 2) Sweating = BOD (Point 1) Shortness or loss of breathing / struggling to breath = BOD (Point 6)

Question			Answer	Mark	Guidance
5			One mark for: (b) Ketogenic diet	1	
6			Four marks for any four of: 1. Weather (conditions) 2. Temperature (conditions) 3. (Playing) surface 4. Surrounding area 5. Human interaction	4	Accept: Examples of each environmental factor e.g. sun / rain etc = BOD (for weather) e.g. really warm / too cold = BOD (for temperature) Other performers or too many players / coach / referee / crowd = BOD (for human interaction) Floor / ground / pitch / terrain / track = BOD (for surface) Barriers / boards = BOD (for surrounding area) Do not accept: Type of activity / equipment = VG Animals = VG Point 4 Mud (on its own) = VG Accept: Air pollution = BOD (Point 1)
7	(a)		Three marks for: 1. Maintenance 2. Static 3. Proprioceptive Neuromuscular Facilitation / PNF	3	Do not accept: Stretching on its own (in the question) or examples of stretching (question is types of stretching) = VG Dynamic stretching = VG Proprioceptive = VG Accept: Passive = BOD (Point 2)

Question			Answer	Mark	Guidance
7	(b)		One mark for: Pulse lowering	1	Do not accept: example of component e.g. jogging = VG Description of benefit e.g. gradually decrease heart rate = VG (Question asks for component)

8			One mark for: Golfers elbow	1														
9			Three marks for: <table><tr><th>Medical condition</th><th></th><th>Common symptom</th></tr><tr><td rowspan="2">Hypothermia</td><td rowspan="6"></td><td>Feeling energetic</td></tr><tr><td>Infrequent urination</td></tr><tr><td rowspan="2">Asthma</td><td>Bruising</td></tr><tr><td>Urinating more often</td></tr><tr><td rowspan="2">Diabetes</td><td>Wheezing</td></tr><tr><td>Shivering</td></tr></table>	Medical condition		Common symptom	Hypothermia		Feeling energetic	Infrequent urination	Asthma	Bruising	Urinating more often	Diabetes	Wheezing	Shivering	3	Place annotation next to response in box from drawn line. Do not accept: If more than one line drawn from medical condition place VG in medical condition box (Question asks for a line from each).
Medical condition		Common symptom																
Hypothermia		Feeling energetic																
		Infrequent urination																
Asthma		Bruising																
		Urinating more often																
Diabetes		Wheezing																
		Shivering																

10	(a)	<p>Two marks sub-max for identification and two marks sub-max for help cause / prevent injury:</p> <table><tr><td></td><td>Help to cause injury</td><td>Help to prevent injury</td></tr><tr><td>1. Other performers / players / participants</td><td>Dangerous play / committing fouls / (two footed) tackles / collisions</td><td>Playing to the rules / not elbowing players when a corner is being taken</td></tr><tr><td>2. Officials / referee</td><td>Not punishing fouls / being too lenient / not paying attention in penalty box</td><td>Good knowledge of rules / using appropriate sanctions of yellow or red cards where appropriate</td></tr><tr><td>3. Spectators / fans</td><td>Players becoming aggressive due to / chanting / intimidating players / using foul or abusive language / racist or homophobic chants / partisan crowd</td><td>Demonstrating good spectator etiquette / not being aggressive or violent when watching the game</td></tr><tr><td>4. Coaches / managers</td><td>Play performers when injured Encourage to go against rules</td><td>Only play players who are passed fit Encourage non-aggressive play</td></tr></table>		Help to cause injury	Help to prevent injury	1. Other performers / players / participants	Dangerous play / committing fouls / (two footed) tackles / collisions	Playing to the rules / not elbowing players when a corner is being taken	2. Officials / referee	Not punishing fouls / being too lenient / not paying attention in penalty box	Good knowledge of rules / using appropriate sanctions of yellow or red cards where appropriate	3. Spectators / fans	Players becoming aggressive due to / chanting / intimidating players / using foul or abusive language / racist or homophobic chants / partisan crowd	Demonstrating good spectator etiquette / not being aggressive or violent when watching the game	4. Coaches / managers	Play performers when injured Encourage to go against rules	Only play players who are passed fit Encourage non-aggressive play	4	<p>Do not accept: Examples if identification = X (e.g. equipment)</p> <p>Accept: If no mark for identification as VG (e.g. tackle or other example of human interaction) credit can be given for relevant examples.</p> <p>Accept: Other types of human interaction e.g. physiotherapist / medical staff and a valid example of how they could influence injury e.g. a physiotherapist not following concussion protocols when a player has head injury.</p> <p>Do not accept: Repeats of identification = REP e.g. officials and referee OR players and participant = 1 mark only but credit the different examples</p> <p>Accept: For identification: Pushing over another participant = 1 Speaking to a team mate = 1</p> <p>Accept: Other relevant ways on how injury can be caused or prevented.</p>
	Help to cause injury	Help to prevent injury																	
1. Other performers / players / participants	Dangerous play / committing fouls / (two footed) tackles / collisions	Playing to the rules / not elbowing players when a corner is being taken																	
2. Officials / referee	Not punishing fouls / being too lenient / not paying attention in penalty box	Good knowledge of rules / using appropriate sanctions of yellow or red cards where appropriate																	
3. Spectators / fans	Players becoming aggressive due to / chanting / intimidating players / using foul or abusive language / racist or homophobic chants / partisan crowd	Demonstrating good spectator etiquette / not being aggressive or violent when watching the game																	
4. Coaches / managers	Play performers when injured Encourage to go against rules	Only play players who are passed fit Encourage non-aggressive play																	

10	(b)	<p>Three marks for any three of:</p> <ol style="list-style-type: none"> 1. Wet / slippery / muddy (pitch) 2. Hard / icy / dry (ground) 3. Litter / debris / sharp objects 4. Uneven playing surface / divots or potholes (on ground) 5. Surrounding area / fence perimeter / (advertising) boards / barriers 6. Goalposts / corner flags / nets / cones / (damaged) equipment / ball 7. Rubber bits (in eyes) (4G / artificial pitch) 8. Other performers / players / spectators / (match) officials 9. Animals 	3	<p>Do not accept: pitch or equivalents e.g. playing surface / ground (on its own) (football pitch is in question) = VG</p> <p>Do not accept: Poor terrain / pitch = VG</p> <p>Do not accept: studs (on its own) = VG</p>
----	-----	---	---	---

10	(c)	<p>Three marks sub-max for valid benefits (odd numbers) and three marks sub-max for valid examples (even numbers):</p> <ol style="list-style-type: none"> 1. Heighten / control / optimal arousal levels / in the zone 2. (E.g.) A GK being alert to game situation / less likely to commit a foul 3. Improved concentration / focus / selective attention 4. (E.g.) A defender will have less chance of collisions or bumping into players / making errors in technique 5. Increase motivation 6. (E.g.) A midfielder player will be not pull out of a tackle 7. Use of mental rehearsal / mentally preparation / imagery 8. (E.g.) A striker will be shooting with the correct technique / player won't be as aggressive 9. Increases confidence 10. (E.g.) A player not thinking of getting hurt in a tackle / player knows what they need to do 11. Reaction time is improved / quicker 12. (E.g.) A GK making a quicker interception before the striker (so avoiding contact) 13. Controls aggression 14. (E.g.) Player does not perform a two footed tackle 15. Reduce stress / anxiety / nerves 16. (E.G.) Player is not worried about making a challenge 	6	<p>Do not accept: One word responses e.g. motivation (on its own) = VG But if example includes increase motivation then credit this as psychological benefit. Look for equivalents to increase / improved / better / more if used in practical example.</p> <p>Do not accept: Less likely to get injured = VG on its own (its question). Do not accept: Any examples that are based on improving performance e.g. creating chances in a game Do not accept: Get into the right mindset / frame of mind / better mindset / ready for the game / head in the game = VG Do not accept: If benefit response is incorrect = X e.g. stretching then no marks can be credited in example</p> <p>Accept: Use of basic practical examples such as player / performer / ball / skills / tackling / game / technique etc</p> <p>Accept: Credit use of other relevant examples (even numbers in MS)</p> <p>Do not accept: Decreases anger = VG (emotion) Increases aggression = VG</p> <p>Accept: Stay calm / calm mind = BOD 13</p>
----	-----	--	---	---


10	(d)		One mark for: Passing / dribbling / shooting / heading / saving shots / control	1	Accept: reference to tactical e.g. defending Accept: 'Keepie uppies' Do not accept: Just in and out of cones / imagining kicking ball = VG
----	-----	--	---	---	---

Question		Answer	Mark	Guidance
11	(a)	<p>Two marks for performance equipment and two marks for protective equipment:</p> <p>Examples may include:</p> <p>(Sport / physical activity): Football (Performance): (Foot) ball / goalposts / corner flags / nets (Protective): Shin pads / gumshield / headguard</p> <p>(Sport / physical activity): Rugby (Performance): (Rugby) ball / goalposts (Protective): Gumshield / headgear / post protectors</p> <p>(Sport / physical activity): Cricket (Performance): (Cricket) ball / stumps / bat / boundary rope (Protective): Helmet / thigh pads / box or cup / gloves</p>	4	<p>Accept: Any suitable performance / protective equipment relating to named sport / physical activity</p> <p>Do not accept: Items of footwear or clothing unless essential to the sport or physical activity e.g. boxing gloves (performance and protection) and ice skates (performance)</p> <p>Accept: Football: gloves (GK) = BOD (protection)</p> <p>Do not accept: Incorrect performance and protective equipment for named sport</p> <p>Use SEEN by sport. If no activity mentioned then accept first response that is linked to a specific activity e.g. football for performance equipment. If no activity referred to then VG.</p> <p>Accept: Alternative wording if applicable e.g. gum guard for gumshield / headgear for headguard</p> <p>Do not accept: helmet for headgear if applicable. Helmet = 1 for motor sports / cycling / kayaking etc (material is hard) but VG for sports such as boxing / rugby which would require headgear or equivalent.</p>

Question		Answer	Mark	Guidance
11	(b)	<p>One mark for performance equipment and one mark for protective equipment:</p> <p>(Performance): faulty / broken / no grip OR being hit / thrown OR collisions with OR not secured properly / too small / large / cause rubbing / friction</p> <p>(Protective): faulty / broken OR being hit / thrown OR collisions with OR not secured properly / too small / large / cause rubbing / friction</p>	2	<p>Do not accept: Same ways of how injury can be caused = REP</p> <p>Do not accept: Not wearing protective = VG Equipment not used properly / not using the right equipment = VG More reckless when wearing = VG</p> <p>Accept: Tripping / slipping up for both = BOD (Performance and protective)</p>
12	(a)	<p>Two marks for any two of:</p> <p>1. Identify / check hazards or risks OR equipment OR performers OR look at possibilities of an accident occurring</p> <p>2. Hazards can be assessed as low / medium / high OR highlights how severe the risk is OR shows how safe the overall activity is / evaluate the chances of injuries / understand how injury can occur</p> <p>3. Removal of hazards / put control measures in place / actions taken to help avoid or reduce accident / actions to make equipment OR venue safe</p>	2	<p>Do not accept: Reference to risks on its own (in question) or assessing risk = VG</p> <p>Do not accept: Reduces the chances of injury occurring = X (In question)</p> <p>Accept: Examples e.g. see if the trampoline is damaged = BOD (Point 1)</p> <p>Make sure equipment is not going to collapse = BOD (Point 3)</p> <p>Make things safe / place mats on floor = BOD (Point 3)</p>

Question		Answer	Mark	Guidance										
12	(b)	<p>Three marks for identified risk and three marks for relevant control measure:</p> <table><tr><th>Risk identified</th><th>Control measure</th></tr><tr><td>1. Beginners / novice performers / poor technique / unqualified staff</td><td>Qualified coach / encourage lower bouncing</td></tr><tr><td>2. Falling off / hard floor / no spotters or poor supervision / height of trampoline</td><td>Add mats / end beds / spotters</td></tr><tr><td>3. Dangerous moves / poor behaviour / misuse of trampoline</td><td>Ensure routines are within individual capability / rules in place / enough staff to supervise</td></tr><tr><td>4. Trampoline not set up correctly / collapsing / uneven / no use of end beds or mats / pads not covering springs debris / wet or slippery trampoline surface</td><td>Inspection by someone else qualified to ensure safe set up / use appropriate end beds or mats / remove litter or wipe up/ dry surface</td></tr></table>	Risk identified	Control measure	1. Beginners / novice performers / poor technique / unqualified staff	Qualified coach / encourage lower bouncing	2. Falling off / hard floor / no spotters or poor supervision / height of trampoline	Add mats / end beds / spotters	3. Dangerous moves / poor behaviour / misuse of trampoline	Ensure routines are within individual capability / rules in place / enough staff to supervise	4. Trampoline not set up correctly / collapsing / uneven / no use of end beds or mats / pads not covering springs debris / wet or slippery trampoline surface	Inspection by someone else qualified to ensure safe set up / use appropriate end beds or mats / remove litter or wipe up/ dry surface	6	<p>Accept: Other relevant control measures if they help to reduce the risk as long as different for each</p> <p>Do not accept: alternatives to a faulty trampoline e.g. broken springs / rusty / missing springs / loose springs or trampoline is old = REP for identified risk and NO mark can be credited for control measure</p> <p>Do not accept: responses that don't identify an actual risk e.g. surrounding area (on its own) = VG</p> <p>If risk VG but appropriate measure in place then credit mark for measure e.g. surrounding area = VG (risk) but use of end beds = 1 (measure)</p> <p>Accept: Reference to trampolines in garden e.g. safety nets = BOD</p> <p>Accept: No protective equipment = BOD (Point 4)</p> <p>Accept: Other risks if the performer could be exposed to harm / danger</p>
Risk identified	Control measure													
1. Beginners / novice performers / poor technique / unqualified staff	Qualified coach / encourage lower bouncing													
2. Falling off / hard floor / no spotters or poor supervision / height of trampoline	Add mats / end beds / spotters													
3. Dangerous moves / poor behaviour / misuse of trampoline	Ensure routines are within individual capability / rules in place / enough staff to supervise													
4. Trampoline not set up correctly / collapsing / uneven / no use of end beds or mats / pads not covering springs debris / wet or slippery trampoline surface	Inspection by someone else qualified to ensure safe set up / use appropriate end beds or mats / remove litter or wipe up/ dry surface													

Question			Answer	Mark	Guidance
			5. Not wearing appropriate clothing / footwear OR wearing jewellery / piercings OR hair covering face	Check not wearing jewellery / hair tied back / trampoline socks	
			6. Collisions with others / too many people on trampoline / weight limit not adhered	No running around area / one person to each trampoline	
			7. Setting up / putting away / heavy equipment	Use safe / correct ways to lift	
			8. Surrounding areas e.g. benches / chairs / wheels / walls / no space / ceilings low	Ensure trampoline is set up away from walls / objects moved	

Question		Answer	Mark	Guidance
13	(a)	<p>One mark for:</p> 	1	<p>Do not accept: Circles that are drawn more towards the left hand side as looking at diagram</p>
13	(b)	<p>Two marks for:</p> <ol style="list-style-type: none"> 1. Intense physical activity / excessive workout 2. (Sudden trauma by) Being struck in the chest with a baseball / punched in chest in boxing 3. Underlying heart conditions (that are triggered when playing) 	2	<p>Do not accept:</p> <p>Running too much / running for a long time = VG</p> <p>Heart needs to work harder = VG</p> <p>Ball kicked too hard = VG</p> <p>Underlying health condition = VG</p> <p>Accept:</p> <p>Heart is overworked / too much strain on heart / heart rate increasing too quickly / too much = BOD (Point 1)</p> <p>Hard tackle in American football / rugby = BOD</p> <p>Examples of heart conditions e.g. Irregular heart beat / low or high blood pressure = BOD (Point 3)</p>

Question		Answer	Mark	Guidance
13	(c)	<p>One mark for:</p> <p>Unconscious / breathing difficulties / unresponsive</p>	1	<p>Do not accept: Passing out / fainting / not moving = VG Heart not working properly = VG</p> <p>Accept: Symptoms that may occur prior to SCA: Collapsing = BOD Grey face = BOD Chest discomfort / pain = BOD Not breathing / shortness of breath / loss of breath / heavy breathing = BOD Nausea = BOD Fatigue / weakness = BOD Pounding / fluttering / heart or palpitations / heart stops = BOD Having a seizure = BOD</p> <p>Accept: other relevant symptoms.</p>
13	(d)	<p>One mark for:</p> <p>Defibrillator / AED / CPR / resuscitation / chest compressions</p>	1	<p>Do not accept: lifestyle changes or recovery position (question states immediate treatment)</p> <p>Do not accept: call 999 etc (this is a response not treatment)</p> <p>Accept: phonetic spellings and defib = 1</p>

Question		Answer	Mark	Guidance
14		<p>Two marks for cause / help prevent injury (explanation) and two marks for examples</p> <p>1. (Cause injury): Low confidence so feel nervous / anxious / scared / over think / thinking about other things / less self-belief / lower motivation OR Over confident so are too excited / over hyped / not paying full attention / too aggressive</p> <p>2. (Example): Make poor decisions / use poor technique / make more mistakes / collide with equipment / don't try as hard OR try risky manoeuvres / they choose a more difficult climb / climb faster / perform reckless actions / mess around / not listen to instructions / show off</p> <p>3. (Help prevent injury): High level of confidence so feel motivated / committed / determined / not as worried / less anxious / belief in themselves OR not as confident so more cautious / wary</p> <p>4. (Example): They make good decisions / less likely to make errors / listening to instructors' information or use good technique OR climb slower / paying attention to different holds</p>	4	<p>Do not accept: any responses (explanation and example) that don't indicate a level of confidence = VG</p> <p>Do not accept: responses that don't explain how the level of confidence can cause / help prevent injury e.g. climber has low confidence = VG OR climber is nervous = VG Climber has low confidence and is nervous = 1</p> <p>Accept: opposites if relevant example e.g. Over confidence that leads to climber taking risks they wouldn't normally / choosing harder routes OR low confidence makes a climber follow an easier route</p> <p>Accept: Responses that demonstrate applied links to OAA (specific activities / skills) Reference to specific OAA terms are not required e.g. falling / getting caught on equipment / technique / movements / actions / decision making are acceptable</p> <p>Do not accept: Examples that state other sports</p> <p>Accept: equivalents of high / low levels such as increased / decreased / over / under / optimal etc.</p> <p>Accept: Other relevant examples linked to the level of confidence given.</p>

Question	Answer	Mark	Guidance
15 *	<p><u>Levels of response</u></p> <p>All level descriptors describe the TOP of the level.</p> <p>Level 3 (7-8 marks)</p> <p>A strong balanced discussion which demonstrates detailed explanation of the individual variables. The discussion uses appropriate context about how the individual variables can cause and help prevent injury. Knowledge points are developed and supported with a range of triathlon examples.</p> <p>Level 2 (4-6 marks)</p> <p>A discussion which shows some explanation of the individual variables. This may not be a balanced discussion about how individual variables both cause and help prevent injury with some use of appropriate context. Some knowledge points are developed and supported with some triathlon examples.</p> <p>Level 1 (1-3 marks)</p> <p>A basic discussion which shows limited explanation of a limited number of individual variables. May use some appropriate context about the influence of individual variables. Knowledge points are not developed and / or supported with limited triathlon examples.</p>	8	<p>Guidance:</p> <p>Level 3 (7-8 marks)</p> <p>A strong and balanced discursive response which:</p> <ul style="list-style-type: none"> - shows detailed knowledge and understanding - analyses the points made, showing logical reasoning throughout - reaches a justified conclusion (where one is required) - consistently uses appropriate terminology. <p>Level 2 (4-6 marks)</p> <p>A competent discursive response:</p> <ul style="list-style-type: none"> - shows good knowledge and understanding - analyses the points made, may show some logical reasoning - uses some appropriate terminology. <p>Level 1 (1-3 marks)</p> <p>A basic discursive response:</p> <ul style="list-style-type: none"> - shows limited knowledge and understanding. - identifies positive and negative (advantages and disadvantage) aspects (if appropriate for the question) - limited or no-use of appropriate terminology. <p><u>Indicative content:</u> Candidate responses are likely to include: (relevant responses not listed should be acknowledged)</p> <p>Numbered points = knowledge / understanding</p> <p>Bullet points = likely to be development of knowledge</p>
	0 = nil response or no response worthy of credit.		0 = nil response or no response worthy of credit.

KU	DEV	EG
Gender	<ul style="list-style-type: none"> • Males generally stronger than females • Females generally more flexible than males • Warm ups before triathlon should not be tailored any differently because of gender 	<ul style="list-style-type: none"> • Female runners more prone to knee injuries • Males more likely to strain hamstring when running • Specific men and women categories for competition
Age	<ul style="list-style-type: none"> • Elderly performers may perform less intense exercises if or less focus on competition • Adults generally stronger than children / elderly 	<ul style="list-style-type: none"> • Specific age categories for different age groups when competing • An adult that falls off bike has less chance of fractures / muscle injuries
Experience	<ul style="list-style-type: none"> • Inexperienced athletes have less practice • Experienced athletes may have more understanding of rules / tactics • Inexperienced athletes may have slower reaction time 	<ul style="list-style-type: none"> • When cycling not aware of other cyclists and slow to react to changes in direction / more chance of crashing on bike • Not as practiced during transitions of swim to cycle or cycle to run / more likely to fall / trip when changing
Weight	<ul style="list-style-type: none"> • Being overweight can put excess stress on joints • Being underweight can put more risk of injury as bones are more fragile • Being ideal weight will have less chance of injury 	<ul style="list-style-type: none"> • A collision when cycling if underweight may cause more injury damage • When running and overweight carrying extra weight more stress on knee joints
Fitness levels	<ul style="list-style-type: none"> • Poor fitness levels will cause performer to tire / fatigue quicker • Good fitness levels means their body used to physical demands 	<ul style="list-style-type: none"> • When running may make poor decisions such as running too hard at the start • They will pace themselves well according to own fitness level
Technique / ability	<ul style="list-style-type: none"> • Poor technique can cause acute / chronic injuries • Good technique will result in less injuries 	<ul style="list-style-type: none"> • Swimming with poor front crawl • Cycling with good posture

Nutrition / hydration	<ul style="list-style-type: none"> • Eating too much OR not enough before a competition may cause performer to be tired / lose focus or concentration • Not drinking enough water cause dehydration • Eating enough food so enough energy / remain focused • Drinking enough fluids to avoid dehydration 	<ul style="list-style-type: none"> • Cannot complete the running stage / collapse or collisions with other swimmers / runners / cyclists • Drinking water / gels when cycling / running so can concentrate on sharp bends when cycling
Medical conditions	<ul style="list-style-type: none"> • Need to be managed correctly by triathlete before competition 	<ul style="list-style-type: none"> • Use of inhaler when running if required or checking blood sugar levels before the start of competition • No suitable medication then more chance of collapsing in event
Sleep	<ul style="list-style-type: none"> • Sleeping too much before a competition may cause performer to be tired / lose focus or concentration • Not sleeping enough before a competition may cause performer to be tired / lose focus and more chance of becoming injured • Adequate amount of sleep 	<ul style="list-style-type: none"> • Less chance of making wrong decisions causing them to crash into another cyclist • Allows swimmer to avoid contact in water with other competitors
Previous / recurring injuries	<ul style="list-style-type: none"> • If suffering from previous injury then body / muscles are weaker so more chance of injury • If never been injured then body stronger / able to withstand collisions better 	<ul style="list-style-type: none"> • If carrying an injury a triathlete may pull out of a competition as the injury has become worse

Additional:

KU = Psychological

DEV = Increase or decrease anxiety / concentration / motivation / aggression

EG = Belief in cycling ability / nervous when entering the water

Opposites to be credited.

Credit reference to other responses and examples that show how individual variables may cause and how they may prevent injury. For example: Little experience (KU) so poor technique (DEV) when pedalling on bike (EG)

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.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.