

# SPORT SCIENCE

*Examiners' report*

INCLUDED ON THE  
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

## Cambridge National in Sport Science

**J828**

For first teaching in 2022 | Version 1

**R180 Summer 2024 series**

[ocr.org.uk/cambridgenationals](https://ocr.org.uk/cambridgenationals)

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## 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 and the mark scheme can be downloaded from OCR.

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## R180 series overview

R180: Reducing the risk of sports injuries and dealing with common medical conditions is the mandatory examination component for the OCR Level 1/Level 2 Cambridge National (J828) in Sport Science.

This component prepares candidates for how to prepare participants to take part in sport and physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to respond to common injuries that can occur during sport and physical activity and recognise the symptoms of some common medical conditions.

Candidates need to be prepared for a range of different question types so that they can respond equally well to:

- multiple-choice style questions (MCQ) which may consist of:
  - selecting a single, correct response from a choice of four
  - matching responses in two columns (draw lines)
  - circle correct responses from a list of options
  - 'fill the gap' style words
- short answer questions (ranging from a choice of command words such as identify, describe and explain)
- scenarios accessible – so they can be understood by students and make sure they are based on contexts they will have likely encountered
- 'extended levels' response Question 15.

Candidates who do well on this paper are able to apply knowledge and have a good understanding using practical examples from different sports and physical activities.

Centres are reminded that mark 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.

The exam has two sections:

Section A: PO1 short answer questions of recall knowledge and show understanding of Sport Science concepts (5–11 marks)

Section B: A mixture of PO questions consisting of longer style questions that also require application as well as the level response question.

PO1: Recall knowledge and show understanding of Sport Science concepts (5–11 marks)

PO2: Apply knowledge and understanding of Sport Science concepts (24–28 marks)

PO3: Analyse and evaluate knowledge, understanding and performance (8–10 marks)

Question 15 is always the extended response. 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 three levels. These levels also include statements related to the quality of written communication. The levels scheme also includes indicative content and this content is taken into consideration when awarding marks.

Both Appendix B in the specification and the understanding the exam guide contain the glossary of Command Words which will be used in our exams. The glossary tells you what we mean by each command word. Candidates will need to show their knowledge and understanding from the specification when they respond to this type of question. This may include appropriate symptoms listed in the relevant NHS guidance – this will be indicated in the specification where relevant (TA 5.1 for this example).

Questions will cover all topic areas (TA):

- different factors which influence the risk and severity of injury
- warm up and cool down routines
- different types and causes of sports injuries
- reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- causes, symptoms and treatment of medical conditions.

Centres are also reminded about the terminal assessment rule:

- the exam must be taken in the final assessment series before qualification certification.
- the result from the exam taken in the final series will be the one that counts towards a candidate's overall grade.

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

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

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<p><b>Section A</b></p> <ul style="list-style-type: none"> <li>recalled and used specific terminology taken directly from the specification to answer PO1 questions (Question 2, Question 3, Question 4 and Question 7(a))</li> <li>recognised the words that make up the acronym of DRABC (Question 1(a))</li> <li>recognised the different environmental factors (Question 6)</li> <li>recalled different symptoms of heat exhaustion (Question 4)</li> <li>recognised specific terminology in the specification, such as medial epicondylitis (Question 8)</li> <li>matched medical conditions with common symptoms (Question 9).</li> </ul> <p><b>Section B</b></p> <ul style="list-style-type: none"> <li>used relevant and different specific, sporting examples relating to the question (Question 10(a), Question 10(c), Question 10(d), Question 11(a), Question 13(b) and Question 14)</li> <li>gave responses that focused on the command words in the question – describe how each interaction can help cause and prevent (Question 10(a)), describe a practical example of how each benefit can help reduce injury (Question 10(c)), state an immediate treatment (Question 13(d)), explain how the level of confidence could cause injury and help prevent the risk of injury (Question 14)</li> <li>used alternative answers or offered equivalent responses to those already given in the question (Question 12(b))</li> <li>selected activities that offered a wider range of possible responses (Question 11(a))</li> <li>gave concise responses and clearly had the knowledge and application for specific questions (Question 10(a)–(d), Question 14 and Question 15*)</li> <li>used acronyms and other workings to help recall information (Question 1(a), Question 5)</li> <li>showed evidence of planning for the level (Question 15*) and offered detailed discussion to both parts of the question and responded to all points in the advice 'Your answer should include'.</li> </ul>	<p><b>Section A</b></p> <ul style="list-style-type: none"> <li>did not recognise or confused key words when answering PO1 questions (Question 2, Question 3, Question 4 and Question 7(a))</li> <li>confused some of the words that make up the acronym of DRABC (Question 1(b))</li> <li>repeated environmental factors (Question 6)</li> <li>repeated similar symptoms of heat exhaustion (Question 4)</li> <li>did not recognise specific terminology from the specification (Question 8).</li> </ul> <p><b>Section B</b></p> <ul style="list-style-type: none"> <li>did not apply relevant or use different specific, sporting examples relating to the question (Question 10(a), Question 10(c), Question 10(d), Question 11(a), Question 13(b) and Question 14)</li> <li>did not follow the command words of the question – for example, identify two different types of human interaction that can influence injury in a game of football (Question 10(a)), described a different way of how performance and protective equipment may cause injury to performers (Question 11(b)), no explanation of how the level of confidence could cause injury and help prevent injury (Question 14)</li> <li>repeated answers or offered equivalent responses to those already given in the question (Question 12(b))</li> <li>selected activities that had a more limited selection of possible responses (Question 11(a))</li> <li>were too vague and/or did not answer the question</li> <li>did not offer responses for both parts of the level (Question 15*) and did not follow the advice of 'Your answer should include'.</li> </ul>

## Section A overview

Section A (Questions 1–9) contained a total of 25 marks, made up of MCQ style questions and a number of short to medium response questions.

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

### Question 1 (a)

- 1**  
**(a)** Circle the **two** words used in the acronym DRABC response to an injury or medical condition.

Response	Diabetes
Rest	Action
Blood	Circulation
Compress	Reassurance

[2]

The majority of candidates scored at least 1 mark on this question with most circling 'Response' as one of the words. Fewer candidates recognised 'Circulation' as the other word that is used in the acronym DRABC. Some candidates wrote the actual acronym out in full at the side and used this to help them in answering the question. A small number of candidates did not circle any words and had a 'No Response' (NR). Candidates that did not score maximum marks often gave 'Compress' and 'Action' as their responses.

#### Specification content – 4.2 Responses and treatment to injuries and medical conditions in a sporting context

Candidates need to demonstrate an understanding of the acronyms in the specification such as DRABC and be able to recognise when these acronyms are used when dealing with injuries and/or medical conditions.

#### Exam technique

Some candidates did not follow the instructions and circled more than two words or did not make clear which words they were using as their final response if they had changed their mind.

## Question 1 (b)

(b) Describe when DRABC would be used when responding to an injury or medical condition.

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

The majority of candidates were given a mark on this question. The most common response was a description of when a performer was unconscious. Other descriptions included reference to potentially life-threatening conditions or through the use of examples such as sudden cardiac arrest.

## Question 2

2 Identify **three** different types of fracture that can be caused when participating in sport.

1 .....  
2 .....  
3 ..... [3]

There are three types of fracture stated in the specification – open and closed fractures as acute injuries and stress fractures as chronic injuries. Responses which scored poorly were simply listing parts of the body that can suffer fractures such as arms, legs, cranium and ankle or even referring to connective tissue such as muscle and tendon fractures, which is incorrect. Other candidates did not read the question properly and described sporting scenarios when fractures can occur such as a tackle in football or a punch in boxing.

Many candidates scored at least 2 marks, with open and closed being the most common types of fracture used. Some candidates used other types of fracture not named in the specification but named fractures on the NHS website such as greenstick.

### Familiarity with key terms



It is important that candidates are familiar with the key words in the specification and understand the differences between the wording of types and examples.



### Question 3

3 Identify **two** types of aggression that may be used by a player during a game.

1 .....

2 .....

[2]

There are two types of aggression stated in the specification – direct and channelled. A number of candidates gave physical, verbal and passive as types of aggression, which were too vague. Lower scoring candidates did not read the question properly and gave reasons for aggression such as retaliation, poor refereeing decisions, level of performance, use of PEDs, etc. Other vague responses that did not answer the question included responses on how players may be aggressive during the game, such as tackling too high or hitting an opponent.

#### Specification content – 1.2.2 Psychological factors, overview of

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

## Question 4

4 Identify **four** different symptoms of heat exhaustion.

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

[4]

Many candidates identified at least two different symptoms of heat exhaustion. The most common symptoms that candidates referred to were excessive sweating, dizziness, dehydration, high body temperature, nausea and lack of energy. Although candidates that gave sweating instead of excessive sweating (as stated in the specification) scored the mark as a benefit of doubt (BOD), it is good practice to make sure candidates are familiar with and are able to recall the specific wording as stated in the specification.

Some candidates were too vague in their descriptions by simply writing feeling hot or overheating.

Some candidates repeated their first response but in a slightly different way. For example, a candidate that gave headaches as their first response and dizziness as their second response would only score 1 mark. Centres are also reminded that in questions that ask for a specific number of responses only the first response on each numbered line will be marked.

More successful responses were able to recall the symptoms as stated in the specification:

- excessive sweating
- headache/dizziness
- being very thirsty
- feeling or being sick
- rapid pulse and/or breathing.

Some candidates used other responses such as skin becoming pale or clammy and cramps – these are symptoms stated on the NHS website (<https://www.nhs.uk/conditions/heat-exhaustion-heatstroke/>).

There were some candidates who were unable to give four responses and offered NR for one or two responses.

### Specification content – 5.5.7 Symptoms of heat exhaustion

It is essential that candidates are aware of the terminology used within the specification. For example, there are symptoms for heat exhaustion. A question therefore will never ask for more than this number.

## Question 5

5 Which **one** of the following can be a treatment for epilepsy?

Tick (✓) the correct answer.

- |                         |                          |
|-------------------------|--------------------------|
| (a) Inhaler             | <input type="checkbox"/> |
| (b) Ketogenic diet      | <input type="checkbox"/> |
| (c) Nebuliser           | <input type="checkbox"/> |
| (d) Rehydration sachets | <input type="checkbox"/> |

[1]

This was a question that differentiated between candidates, with a number of candidates not having the knowledge of a ketogenic diet being a treatment for epilepsy.

### Misconception



Candidates need to be able to link different treatments with named medical conditions in the specification. Many candidates gave 'nebuliser' as their response, which is a treatment for asthma.

## Question 6

**6** Identify **four** different environmental factors that can influence the risk and severity of injury.

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

**[4]**

This question asked for different environmental factors, which are stated in the specification as:

- weather/temperature conditions
- playing surface (natural and artificial) and surrounding area
- human interaction.

Candidates scoring maximum marks often demonstrated their knowledge by using the environmental factors as listed above. Generally candidates scored at least 2 marks on this question. The main issue for candidates not scoring maximum marks occurred when they repeated similar examples of the environmental factor. Candidates who gave examples of environmental conditions that can influence injury such as rain or other players were given BOD and were given the mark. Some candidates repeated similar responses, in particular when giving examples of weather such as raining and snowing or examples of human interaction such as players and referee. In both cases such responses would only score 1 mark.

This question also caused some candidates difficulties as their responses referred to other extrinsic factors such as equipment rather than focusing on the environmental factors. Some responses which scored lower had also confused intrinsic factors/individual variables as environmental factors such as age, gender and therefore scored no marks.

### Specification content – 1.1.3 Environment

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

## Question 7 (a)

7

(a) Identify **three** different types of stretching that can be used during a cool down.

1 .....

2 .....

3 ..... [3]

Most candidates scored at least 1 mark on this question, usually for giving static or passive as a type of stretching that can be used during a cool down. Weaker responses gave examples of stretches such as hamstring stretch or touching toes or simply arm and leg stretches, which were too vague. Many candidates gave dynamic stretches, which was also marked as too vague (VG) as dynamic stretches are associated with warming up rather than types of stretches performed during the cool down. A number of candidates also referred to PNF as a form of stretching, which was too vague.

### Specification content – 2.3.2 Stretching

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination. The three types of stretches as stated in the specification are static, maintenance and proprioceptive neuromuscular facilitation/PNF.

## Question 7 (b)

(b) Other than stretching, state the other component of a cool down.

..... [1]

This was generally well answered with many giving the correct wording of pulse lowerer as the other cool down component. Some candidates gave a description of the benefits of a pulse lowerer such as gradually bringing down the heart rate, which was marked as too vague as this is the benefit rather than the actual named component as stated in the specification. Other candidates confused warm up components from the specification such as mobility and skill rehearsal and therefore gained no credit.

## Question 8

- 8 State what medial epicondylitis is more commonly known as.

..... [1]

Some candidates were confused between lateral epicondylitis and medial epicondylitis so some incorrect responses included tennis elbow. Other incorrect responses included tendonitis and a large number of candidates gave the medical condition of epilepsy possibly due to the fact that 'epi' are the first three letters in epicondylitis. There were also a number of who did not give an answer for this question.

### Specification content – 3.2.3 Epicondylitis

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

- 9 Draw a line from each medical condition to a common symptom of the medical condition.

Medical condition		Common symptom
Hypothermia		Feeling energetic
		Infrequent urination
Asthma		Bruising
		Urinating more often
Diabetes		Wheezing
		Shivering

[3]

The majority of candidates scored well on this question, scoring either maximum marks or 2 marks. Diabetes proved to be the one medical condition that some candidates did not gain credit for by drawing a line to infrequent urination. Diabetes is associated with urinating more often rather than infrequent urination.

### Exam technique

Some candidates did not read the question properly and drew more than one line from each medical condition linking them to different symptoms, in which case the response was marked as too vague.

If candidates make a mistake when drawing lines, they should make it clear by clearly crossing out the response they don't want to use and make sure that the response they are wishing to be considered is clear.

## Exemplar 1

Medical condition		Common symptom
Hypothermia		Feeling energetic
		Infrequent urination
Asthma		Bruising
		Urinating more often
Diabetes		Wheezing
		Shivering

Exemplar 1 gained 1 mark as the candidate did draw one line from asthma to the correct common symptom of wheezing. Their attempts for hypothermia and diabetes were too vague as they drew more than one line from each of the medical conditions to more than one symptom. The question clearly states 'Draw **a** line from each medical condition to **a** common symptom of the medical condition'.

## Section B overview

Section B (Questions 10–15\*) contains a total of 45 marks across different question types including:

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

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

PO1 – Recall knowledge and show understanding of Sport Science concepts (5–11 marks)

PO2 – Apply knowledge and understanding of Sport Science concepts (24–28 marks)

PO3 – Analyse and evaluate knowledge, understanding and performance (8–10 marks)

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

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

PO3 – Analyse and evaluate knowledge, understanding and performance

The LOR question may also be evaluative, requiring a decision or judgement from the candidate. The requirements will be made clear in the question. The question topic may be drawn from any relevant aspect of the unit teaching content. Candidates should answer all elements of the question when forming their response, using practical sporting examples to support their response.

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

This is to:

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



## Question 10 (a)



10 Use the photograph to help answer the following questions:

- (a) Identify **two** different types of human interaction that can influence injury in a game of football. Using a different example for each interaction, describe how each interaction can help **cause** and **prevent** injuries in football.

Identification 1: .....

Example of how the human interaction can **help cause** injury:

.....  
 .....

Identification 2: .....

Example of how the human interaction can **help prevent** injury:

.....  
 .....

[4]

Many candidates did not correctly identify different types of human interaction and instead were describing how the injury could occur such as a tackle or how it could be avoided such as playing fairly on the 'Identification' response line. Candidates were given this as the example if they did not secure the mark in their example response line.

The specification clearly states the following as different forms of human interaction:

- other performers/participants
- officials
- spectators.

Credit was also given to responses that identified coaches, managers, etc. as other forms of human interaction.

Other candidates did not read the question properly and offered two ways the human interaction can help cause injury. The question is clearly separated into two parts with 'Identification 1' linked with 'help **cause** injury' and 'Identification 2' linked with 'help **prevent** injury'.

### Exam technique

It is essential that candidates read questions properly and use the scaffolding of response lines to help them answer the question. This question is clearly separated into two parts with Identification 1 linked with 'help **cause** injury' and Identification 2 linked with 'help **prevent** injury'.

### Specification content – 1.1.3 Environment

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

### Exemplar 2

Identification 1: ....Their opponents:.....

Example of how the human interaction can **help cause** injury: ..... arousal and can become aggressive  
 ..... As they might have high levels of aggression and may tackle  
 ..... their opponents really hard, leading to injuries

Identification 2: ..... decision of referees and officials:.....

Example of how the human interaction can **help prevent** injury:

..... decision of officials make sure game is played ~~for~~ fairly, ensures  
 ..... all rules are applied to prevent injuries

Exemplar 2 scored maximum marks as the candidate correctly identified two different types of human interaction (opponents as an equivalent for other players and officials). The candidate then gave a suitable example of how each can help cause injury and help prevent injury.

## Question 10 (b)

(b) Identify **three** different hazards on a football pitch.

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

[3]

This question produced a range of responses from no response to the maximum 3 marks. Many candidates answered this question well with slippery pitch, uneven surface, equipment and debris on the pitch as the most common correct responses.

Some candidates who did not score maximum marks repeated similar points such as other players and referee or equipment and football or goalposts.

Another common error made by some candidates was the repetition of similar wording of a pitch or equivalent without identifying an actual hazard such as litter on the pitch or a wet playing surface. The wording of football pitch was already in the question so reference to just the pitch or surface on its own was too vague. Weaker responses gave names of actual injuries such as sprains and strains.

### Exam technique

The command word in this question was 'identify'. As a result, candidates did not need to describe/explain the different hazards and candidates could score by offering responses often in single words such as litter or equipment.

### Question 10 (c)

- (c) One of the reasons football players should warm up before a game is to help prepare them psychologically.

Describe **three** different psychological benefits of a warm up **and** describe a practical example of how each benefit can help reduce injury.

Psychological benefit 1:

.....

Practical example 1:

.....

.....

.....

Psychological benefit 2:

.....

Practical example 2:

.....

.....

.....

Psychological benefit 3:

.....

Practical example 3:

.....

.....

.....

[6]

Some candidates gave only one word responses such as 'confidence' to the description of the psychological benefit, which was marked as too vague. If candidates developed this benefit within their practical example, then they were given the mark.

Candidates generally did not score maximum marks on this question. There were several main reasons why candidates did not score maximum marks for this question including, for example, a number repeating the benefits of focus and/or concentration (or giving equivalents such as selective attention).

Other errors made by candidates included a lack of detail in their responses. Answers that simply mentioned the psychological terms such as motivation or aggression were too vague. The benefits needed to be specific so an increase in motivation or control of aggression was needed. Simply writing motivation could refer to a low level of motivation, which would in fact be a negative for the performer.

Some candidates referred to 'being aggressive', which could actually cause injury rather than reduce the chances of injury.

Many candidates did not give adequate detail for their practical examples and/or linked their practical examples to improvement in performance rather than reducing the risk of injury, which is what the question asks.

Some candidates confused the words 'psychological' and 'physiological', with some candidates giving detailed descriptions of physical benefits and therefore could not score marks.

### Misconception



Some candidates described physiological rather than psychological benefits. It is important that candidates understand the differences between physiological and psychological.

### Exam technique

1. Candidates are reminded that when a description is required, single word answers will be unlikely to gain marks.
2. A number of candidates repeated the benefits of controlling arousal or settling nerves (or giving equivalent responses).
3. Many candidates did not give practical examples to support the psychological benefit of how it can reduce injury. Instead, many of the practical examples focused on the end result and winning the game rather than on reducing injury.

## Question 10 (d)

**(d)** The skill rehearsal phase is a component of a warm up.

Give a practical example of a skill rehearsal in football.

..... [1]

Most candidates scored a mark on this question, with passing, dribbling and shooting the most common responses. Some other responses included reference to the goalkeeper saving shots or examples based on practising set pieces such as free kicks or taking penalties, which were also credited.

## Question 11 (a)

**11** Using a named sport or physical activity, answer the following questions:

**(a)** State **two** pieces of performance equipment and **two** pieces of protective equipment.

Sport/physical activity: .....

Performance equipment:

1 .....

2 .....

Protective equipment:

1 .....

2 .....

**[4]**

The majority of candidates scored 2 to 3 marks on this question. Candidates demonstrated good knowledge of both performance and protective equipment across a wide variety of sports/physical activities. Depending on the activity chosen by candidates, this question could have been made easier or more difficult to offer responses for both performance and protective equipment. For example, candidates who chose cricket had more items of both performance and protective equipment to use compared to those who chose sports or activities with a limited number of items such as boxing.

A small number of candidates continue to give helmets as protective equipment for rugby and boxing, which is incorrect. A helmet is a hard piece of outer covering protective headwear worn by performers to protect their heads. Helmets therefore are associated with American football, cricket, horse riding and different forms of cycling such as mountain biking.

Many candidates were also referring to items of footwear and clothing, which were marked as too vague.

### Question 11 (b)

- (b) Describe a different way of how performance and protective equipment may cause injury to performers.

Performance equipment:

.....

.....

Protective equipment:

.....

.....

[2]

The majority of candidates scored at least 1 mark on this question.

The most common responses for 'performance equipment' included being hit with the item

The most common responses for 'protective equipment' were being too small/large.

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 as a result of being hit rather than focusing on the command word of 'how'. Responses therefore needed to describe the cause rather than actual injuries, such as 'too tight for the performer'.

### Question 12 (a)

12

- (a) Describe how a risk assessment can help reduce the chances of injury occurring when performing in gymnastic activities such as trampolining.

.....

.....

.....

.....

[2]

Many candidates scored at least 1 mark on this question for stating that risk assessments reduce the chances of injury, checking for hazards and/or removing hazards, but few candidates scored maximum marks. Some responses from candidates were too vague as they were referring to the term 'assessing risk', which is too similar to the wording of risk assessment. A number of candidates gave practical examples linked to trampolining that were given credit such as checking that the springs of the trampoline are not damaged or replacing broken springs.

## Question 12 (b)

(b) It is important that trampolines are in good working order before use.

Complete the trampolining risk assessment to answer the following:

- Identify **three** other risks that could be included on a trampoline risk assessment.
- State a **different** control measure for each identified risk.

Trampolining risk assessment	
Risk identified	Control measure
The trampoline is faulty	Ensure the trampoline is fixed and checked by a safety officer
1 .....	..... ..... .....
2 .....	..... ..... .....
3 .....	..... ..... .....

[6]

Most candidates scored at least 2 marks on this question for correctly identifying a risk and a suitable control measure. The most common error that prevented candidates scoring maximum marks included the repetition of similar risks to the one already given, 'the trampoline is faulty'. Any responses linked to faulty springs or equivalent were a repeat and gained no credit. The most common responses that gained credit included:

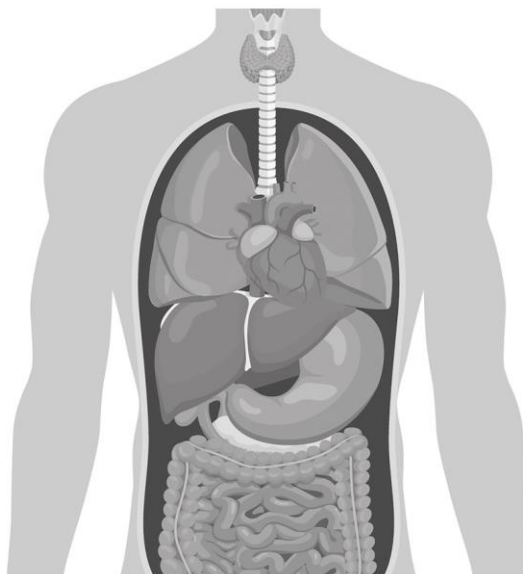
- (Risk) falling off the trampoline and (Control measure) placing mats on the floor/have enough spotters
- (Risk) wet surface of the trampoline and (Control measure) wiping/drying the surface
- (Risk) too many people on the trampoline and (Control measure) ensuring only one person using the trampoline
- (Risk) trampoline set up too close or low ceiling and (Control measure) moving the trampoline away from walls/higher ceiling.

Some responses gave no first aider being present and ensuring someone present is first aid trained, which was marked as too vague.



### Question 13 (a)

13 The diagram below shows the front of the human body.



(a) Circle the place on the diagram where a sudden cardiac arrest would occur.

[1]

The majority of candidates were able to draw a circle around the image of the heart as the place where sudden cardiac arrest occurs. Some responses were too vague as the circle they drew was too large, covering more than one area of the body.

### Question 13 (b)

(b) Describe **two** ways a sudden cardiac arrest could occur when participating in a named sport or physical activity.

Sport/physical activity: .....

1 .....

.....

2 .....

.....

[2]

Many candidates scored at least 1 mark on this question. Some responses were too vague when referring to amount or intensity of exercise. Responses needed to be clear that the exercise or workout was too intense or excessive to gain credit. Responses that simply stated doing too much exercise were too vague and did not score a mark. Some responses were also too vague as they referred to health or medical conditions and were not specific to the heart.

### Question 13 (c)

(c) Identify **one** symptom of a sudden cardiac arrest.

..... [1]

The majority of candidates were able to identify a symptom of a sudden cardiac arrest. The most common responses included being unconscious or unresponsive. As stated by the NHS, the symptoms of SCA are usually instant, however, research suggests that some symptoms can occur before someone is having a SCA, such as chest pain or heart palpitations, and were therefore given a BOD.

### Question 13 (d)

(d) State an immediate treatment for sudden cardiac arrest.

..... [1]

Many candidates scored a mark for this question, with the most common responses being the use of a defibrillator or CPR. The key word in this question was immediate so any treatment referring to the longer term were too vague, such as lifestyle choices or recovery position.

Some candidates suggested calling 999 or going to hospital, which are actions rather than immediate treatments and therefore too vague.

## Question 14

**14** Rock climbing and kayaking are examples of outdoor adventurous activities.

Using practical examples in outdoor adventurous activities, explain how the level of confidence could **cause** injury and **help prevent** the risk of injury.

**Cause** the injury:

.....

.....

.....

**Help prevent** the risk of injury:

.....

.....

.....

**[4]**

Candidates are reminded that responses need to answer the question. Responses that did not refer to a level of confidence in one or both parts of the question would not gain any marks. For example:

- Cause the injury: A rock climber could be scared or nervous is too vague without it being linked to a low level of confidence. A response that states a kayaker taking too many risks without it being linked to a high level of confidence would also be too vague.
- Help prevent the injury: A person abseiling that is taking extreme cautions would also be too vague unless associated with a low level of confidence. A canoeist that is determined is too vague unless associated with a higher level of confidence.

Candidates scoring maximum marks were then able to link a level of confidence with a practical example that can cause the injury and help prevent an injury.

### Exam technique

Candidates are reminded that when specific activities are given in a question their responses must match the given activity, in this case outdoor adventurous activities.

In such questions, there will be examples to help candidates who are less familiar with the given activities and in this case candidates could have used rock climbing and kayaking.

## Exemplar 3

If you're not confident enough, whilst tree-trekking, you may feel nervous and unwilling to do it, so this could lead to injury as if you're nervous you may tremble or become clumsy and trip on an obstacle and receive a concussion.

**Help prevent the risk of injury:**

~~It could increase~~ It could decrease injury as if your confidence levels were high, then you're very willing to try. For example, in outdoor football, if you're very confident, you will play well as you'll not be nervous to do anything and do the pass wrong, so you're less likely to get injured. [4]

Exemplar 3 scored 3 out of 4 marks. The candidate explained how a different level of confidence could cause injury by stating 'if you're not confident enough (low level) while tree trekking (accepted as outdoor adventurous activity) then you may feel nervous (1 for explanation) ..... become clumsy and trip' (1 for example).

The second part of the response scored a mark for 'if your confidence levels were high (high level) you're willing to try' (1 for explanation as equivalent of committed). However, the example they used was outdoor football, which is not an outdoor adventurous activity.

## Question 15\*

**15\*** A triathlon is a long-distance event that consists of swimming, cycling and running.

Using practical examples, discuss the different individual variables that can influence injury to a performer when competing in a triathlon.

Your answer should include:

- Different individual variables that can influence injury.
- Different ways these individual variables can cause **and** help prevent injury.
- Use of different practical examples for swimming, cycling and running.

**[8]**

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Many candidates showed a fluent and reasonably well-planned response, others less so and showed a lack of overall structure and grammatical/spelling accuracy.

More successful responses were able to cover a wide range of individual variables and then went on to develop these into ways they can both cause and help prevent injury before finally giving examples relating to the three activities of a triathlon – swimming, cycling and running.

Those that covered and developed at least three individual variables with sufficient knowledge of the actions of a coach generally scored well.

Some lower scoring candidates got confused between individual variables and extrinsic factors and used equipment and the environment within their discussion. These candidates were also too vague in their responses and rarely developed their points, or focused on one individual variable such as age. Responses linked to age were also often too vague as they did not make clear specific wording such as children, adults or elderly or reference to actual ages (e.g. an 18-year-old). Many responses simply stated older/younger performers, which did not gain credit as it is not clear what an older/younger performer is.

It is important for candidates to carefully read the question and identify exactly what is required by the question – this can also be done via the bullet points within the question. Some candidates demonstrated good planning and used a checklist of ticks once they had covered that particular area. Candidates that scored better often did a plan at the start or at least bullet pointed the individual variables from the specification they could remember. These candidates 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 responses included developed discussion of how gender, age, flexibility, nutrition, sleep and previous/recurring injuries could influence injury during a triathlon.

### Exam technique

Candidates are reminded that when specific activities are given in a question their responses must match the given activity, in this case the triathlon – swimming, cycling and running.

## Copyright information

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Question 13: Part of diagram of the front of the human body, © graphixmania / Shutterstock / 1746137342

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