

SPORT SCIENCE

Examiners' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

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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 [Teach Cambridge](#).

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R180 series overview

This component prepares candidates on 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 to 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 in Question 15.

Candidates who did well on this paper were able to apply knowledge and had a good understanding of 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: Performance Objective 1 short answer questions showing understanding of Sport Science concepts (25 marks).

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

Performance Objective 1: Recall knowledge and show understanding of Sport Science concepts (5–11 marks).

Performance Objective 2: Apply knowledge and understanding of Sport Science concepts (24–28 marks).

Performance Objective 3: 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 that is taken into consideration when giving marks with examiners using the following annotations – KU = knowledge point, DEV = development of knowledge, EG = use of applied practical example.

Both Appendix B in the specification and the 'understanding the assessment' guide contain the glossary of command words which are used. Students will need to show their knowledge and understanding from the specification when they respond to this type of question. For example, Spec. 1.2 in the Breadth and Depth column states: To include:

How some individual variables (1.2.1) can influence other individual variables, e.g. weight of a participant can influence their fitness levels

Questions will cover all topic areas (TA):

- Different factors which influence the risk and severity of injury
- Warmup and cooldown 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 student'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 students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper.

When referring to the mark scheme, it is recommended that some time is taken to familiarise yourself with the **Marking Instructions** that provides additional guidance on matters such as crossed out responses, contradictory responses, as well as information relating to short and longer answer questions. It is also useful to look at the different annotations that can be used during the marking process which can be found on page 5 of the mark scheme.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<p>Section A:</p> <ul style="list-style-type: none"> • were able to recall the symptoms and treatment for asthma: Question 1 (a) and Question 2 (b) • were able to recall and use specific terminology taken directly from the specification to answer PO1 questions: Question 2, Question 4, Question 5 • were able to recall the words (often through retrieval of complete acronym by showing workings) that make up the acronym of SALTAPS: Question 3 (a) • were able to recall different types of acute injury: Question 6 (c) • recognised specific terminology in the specification such as ACL: Question 6 (a) • were able to recall ways a coach can influence injury: Question 7. 	<p>Section A:</p> <ul style="list-style-type: none"> • repeated symptoms for asthma such as breathing difficulties and struggling to breath: Question 1 (a) • were unable to use or recognise key words to answer PO1 questions: Question 2, Question 4, Question 5 • confused some of the words that make up the acronym of SALTAPS: Question 3 (a) • repeated similar acute injuries: Question 6 (c) • did not recognise specific terminology from the specification such as physiological and psychological: Question 4, Question 6 (a) • repeated similar acute injuries rather than used different acute injuries: Question 6 (c) • repeated ways a coach can influence injury: Question 7.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<p>Section B:</p> <ul style="list-style-type: none"> • used relevant practical/sporting examples relating to the question: Question 9 (a), Question 11 (b), Question 14 (a) • used practical examples specific to the activity in the question: Question 9 (b), Question 10 (b), Question 14 (b) • selected physical activities that enabled them to apply practical examples: Question 11 (a) • gave responses that focused on the command words in the question in relation – for example, using practical examples, explain how different types of activity can influence injury (Question 9 (a)), state the most likely skin damage from the following scenarios (Question 12 (a)), using a named chronic injury, describe how chronic injuries can occur (Question 13) • gave concise responses and clearly had the knowledge and application for specific questions: Question 11 (a), Question 14 (a) and Question 15* • showed evidence of planning for Question 15* and offered detailed discussion to both parts of the question and responded to all points in the advice ‘Your answer should include’. 	<p>Section B:</p> <ul style="list-style-type: none"> • did not apply relevant practical/sporting examples relating to the question: Question 9 (a), Question 11 (b), Question 14 (a) • used practical examples not specific to the activity in the question: Question 9 (b), Question 10 (b), Question 14 (b) • did not follow the command words of the question – for example, using practical examples, explain how different types of activity can influence injury (Question 9 (a)), state the most likely skin damage from the following scenarios (Question 12 (a)), using a named chronic injury, describe how chronic injuries can occur (Question 13) • responses were often too vague and/or did not answer the question • did not offer responses for both parts of Question 15* and did not follow the advice of ‘Your answer should include’: <ul style="list-style-type: none"> ○ how individual variables influence other individual variables increasing the risk of injury ○ examples of ways in which NGB policies can help reduce the risk of injury.

Section A overview

- Section A (Questions 1–7) contained a total of 25 marks, made up of MCQ style questions and a number of short to medium response questions.
- Section A questions only assess Performance Objective 1 (PO1) – Recall knowledge and show understanding of Sport Science (without contextual application).

Question 1 (a)

1

(a) Identify **two** symptoms of asthma.

1

2 [2]

There are four symptoms of asthma stated in the specification – coughing, wheezing, shortness of breath and tightness in the chest. Many candidates gained maximum marks for this question, with the most common symptoms being coughing, wheezing and breathing difficulties or equivalent. Some candidates gave other symptoms not named in the specification but used within the NHS website such as blue lips or fingers and dizziness and were therefore credited. Candidates sometimes repeated (REP) the same symptom but in a different way such as heavy breathing and deeper breathing and therefore only scored one mark. Other incorrect responses identified triggers such as exercise which is not a symptom of asthma.

Question 1 (b)

(b) State **two** types of treatment for asthma.

1

2 [2]

The types of treatment stated in the specification are reassurance, inhalers and nebulisers. Most candidates did well on this question, with inhalers and nebulisers being the most common responses. Candidates rarely used reassurance as an answer. Some candidates gave other treatments not named in the specification but described as treatments on the NHS website such as breathing exercises and steroid tablets and were therefore credited. Candidates who were less successful often stated triggers such as exercise and the environment or were too vague when stating tablets or medicine on its own.

Exam Guidance

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

Candidates will not gain credit for any additional responses they have offered underneath unless they have made it clear by crossing out their other responses.

Question 2

2 Name a type of painkiller that can be taken to treat pain.

..... [1]

Most candidates were given a mark for this question. The most common response was the painkiller stated in the specification of ibuprofen but many other candidates gave paracetamol as another type of painkiller which was also credited but not within the specification. There were some interesting spellings of painkillers but credit was given if phonetically correct.

Candidates that were not given a mark often gave antibiotics which are used in the treatment and prevention of infections rather than offering pain relief.

Question 3 (a)

3
(a) Complete the acronym for SALTAPS.

S
A	Ask
L	Look
T
A	Active
P
S	Strength

[3]

Many candidates were given at least one mark on this question. The most common correct response being credited was for 'SEE'. Some candidates were able to recall both 'SEE' and 'TOUCH' but fewer candidates were unable to recall 'PASSIVE' as part of SALTAPS.

Candidates that did not achieve full marks gave a variety of other words taken from the specification beginning with the letters such as:

S = Stop, speak

T = Talk, treatment

P = Protect, pressure, personnel

There were also a small number of No Responses (NR).

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 4.2.1 SALTAPS on-field assessment routine, is an acronym for (See, Ask, Look, Touch, Active, Passive, Strength).

Exam Technique

Some candidates wrote the actual acronym out in full at the side and used this to help them in answering the question.

Question 3 (b)

(b) What can a coach ask an injured performer to do, to check the 'strength' part of SALTAPS?

..... [1]

Many candidates were able to suggest valid responses to the question. The most common answer was 'asking them to put weight on it'. Other responses were examples of putting weight on the injury such as standing up or walking on the injury which were also credited.

Some candidates were too vague with responses of 'ask them to move it' which is the 'active' part of SALTAPS rather than the 'strength' part.

Question 4

4 Identify **three** psychological factors that can influence injury.

- 1
- 2
- 3

[3]

This was generally well answered, with many candidates being given full marks. The main psychological factors used by candidates were taken directly from the specification (motivation, arousal, anxiety/stress, confidence and aggression).

Some candidates repeated anxiety and stress which was only credited once.

Less successful candidates often gave physiological benefits such as increased heart rate and blood flow/oxygen to muscles.

Other incorrect responses that were too vague (VG) included reference to psychological strategies such as mental rehearsal.

Misconception - Specification Content - 1.2.2 Psychological factors, overview of:



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

NB: Psychological factors are included in the specification in Spec. 1.2.2 and psychological strategies are 1.2.4. There is also reference to the psychological benefits of a warmup in 2.2.2 which often get confused with physiological benefits in 2.2.1.

Question 5

5 State **four** types of therapy that can be used to help rehabilitate injuries.

- 1
- 2
- 3
- 4

[4]

Most candidates scored at least one mark for stating a type of therapy listed in the specification. A common response credited that is not in the specification was 'physiotherapy'. Some candidates were given benefit of doubt (BOD) as they used descriptions of the therapy such as water, heat or ice whereas stronger candidates demonstrated excellent knowledge of the new specification content. The most common responses were electrotherapy, hydrotherapy, cryotherapy and contrast therapy. Some candidates also used massage and ultrasound which were also credited.

Some candidates referred to therapies/treatment such as chemotherapy/radiotherapy which are used to treat cancers rather than rehabilitate injuries.

New Content

This area of content is a new addition to R180 from the legacy specification.

Specification Content – 4.2.6 Overview of treatments/therapies

An understanding of the technical vocabulary that is stated in the specification is crucial for candidates to perform well in this series.

Question 6 (a)

6 An ACL injury is a common acute injury in football.

(a) Name the part of the body an ACL injury affects.

..... [1]

Many candidates were able to name the part of the body an ACL affects such as the knee. Some responses were too vague as they had just stated the leg. Less successful candidates also often gave the ankle as the answer.

Question 6 (b)

(b) Describe how an acute injury can occur in sport.

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

Most candidates answered this well, with many using a practical example to describe how an acute injury can occur in sport such as tackling or collisions. Other candidates described the way it occurs such as sudden impact which was also credited.

Question 6 (c)

(c) Other than an ACL injury, name **three** different types of acute injury.

1
2
3 [3]

Most candidates scored at least 1 mark on this question. The most common acute injuries used were those stated in the specification including sprains, strains, fractures, cuts and concussion. Successful candidates often used specification terminology such as fractures rather than breaks although both responses were credited.

Less successful candidates often repeated the same acute injury such as open and closed fractures or repeating descriptions of the same injury such as pulled/torn muscles and strains which would only be credited once. Some candidates also confused chronic injuries with acute injuries.

Exam Technique

Some candidates did not follow the instructions and provided the same types of acute injury such as open and closed fracture which could only be awarded once as the question has asked for 'different' types of acute injury.

Misconception



It is important that candidates are familiar with the key words in the specification (3.1 Acute injuries/3.2 Chronic injuries) and understand the differences between acute and chronic injuries.

Question 7

7 State **four** ways a coach could influence the risk of an injury occurring.

- 1
- 2
- 3
- 4

[4]

There are five ways a coach can influence injury stated in the specification as knowledge of techniques/rules/regulations, experience, communication, supervision and ethical standards/behaviour. Most candidates were able to gain at least one mark for referencing at least one of the ways stated in the specification.

Many candidates also used practical examples which were credited, but many simply repeated different examples that tended to fall under the ethical standards/behaviour.

Some candidates also gave more of a description for their response which included a way of causing injury such as not completing a risk assessment or a way of helping to prevent injury such as checking protective equipment is worn. Such responses were credited under the appropriate points in the mark scheme but the command word in the question was 'state' so candidates could simply list their responses.

Exam Guidance

Candidates need to understand the use of command words. The command word 'state' means:

- Give factors or features
- Give short, factual answers

Refer to the table in Appendix B: Command Words in the specification. This table shows the command words that will be used in exam questions. They show what is meant by the command word and how students should approach the question.

Section B overview

Section B (Questions 8–15*) 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 assess the following Performance Objectives:

- 1 – Recall knowledge and show understanding of Sport Science concepts (5 – 11 marks)
- 2 – Apply knowledge and understanding of Sport Science concepts (24 – 28 marks)
- 3 – Analyse and evaluate knowledge, understanding and performance (8 – 10 marks)

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

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

- Performance Objective 3 – Analyse and evaluate knowledge, understanding and performance.

The Level of Response question may also be evaluative, requiring a decision or judgement from candidates. 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 be the last question on the exam. This is to:

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

Question 8 (a)**8****(a)** Which **one** of the following is the body temperature when heat exhaustion occurs?

Tick (✓) the correct answer.

(a) 35 °C**(b)** 36 °C**(c)** 37 °C**(d)** 38 °C**[1]**

There were a wide range of responses across all four possible answers, indicating that many candidates were potentially guessing rather than having the knowledge required.

Question 8 (b)**(b)** Which **one** of the following can be a treatment for heat exhaustion?

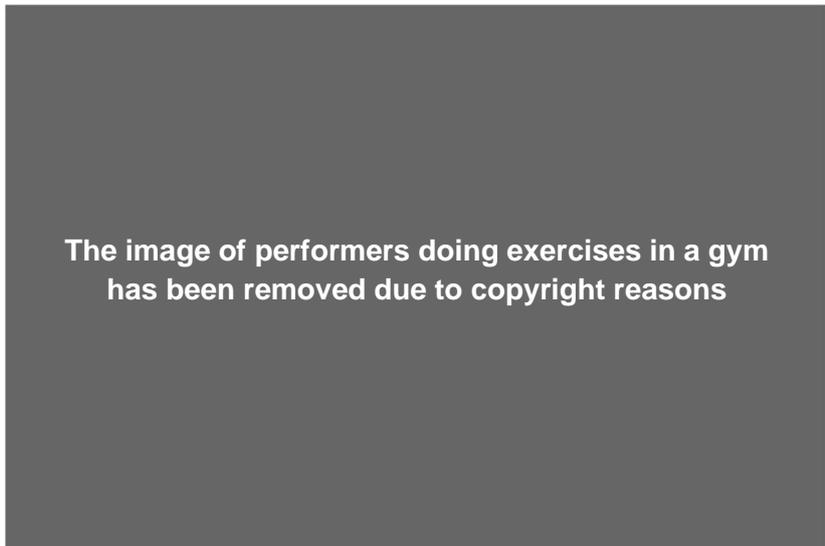
Tick (✓) the correct answer.

(a) Defibrillator**(b)** Drink plenty of water**(c)** Excessive sweating**(d)** Follow a ketogenic diet**[1]**

Most candidates were given the mark on this question, although a few gave defibrillator as a type of treatment for heat exhaustion, which was incorrect.

Question 9 (b)

(b) The image shows performers doing different exercises in a fitness gym.



Use practical examples to describe different ways the following extrinsic factors could cause injury to performers in a fitness gym.

Other performers:

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

Clothing:

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

Footwear:

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

Equipment:

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

[4]

Candidates who followed the instructions and included practical examples generally scored well on this question. More successful responses also showcased the importance of using different ways each extrinsic factor could cause injury. For example, other performers dropping weights and weights being dropped for equipment would only be credited once.

Responses that demonstrated practical examples to the fitness gym and/or the extrinsic factor were accepted. For example, links to fitness gym (e.g. weights/machines etc) as well as more specific terminology (dumbbells, treadmills etc) and examples relating to the extrinsic factor (e.g. baggy clothing, poor behaviour of other performers etc) were all credited as long as they then described 'how' it could cause injury such as baggy clothing (example) getting caught in the machine (way).

Less successful candidates often repeated the same way that the extrinsic factor could cause injury and/or were too vague when attempting to use practical examples.

Exam Guidance

This question used an image as a stimulus only. This helps to bring the question alive and helps candidates to visualise the activity/sport. When candidates answer such questions, it is important that they demonstrate their knowledge and understanding of the extrinsic factors given using practical examples.

Some candidates did not follow the instructions and did not use practical examples or provide **different ways** the extrinsic factors could **cause** injury to performers in a fitness gym.

Exemplar 1

Other performers:

other performers could leave equipment like weights out that other people could trip over

Clothing:

if the wrong clothing was worn for example a dress shirt it could trip and jeans it could cause abrasions

Footwear:

wearing the ~~wrong~~ wrong footwear like leather boots could cause the performer to get blisters

Equipment:

if the equipment was faulty for example the leg Press it could result in weights falling onto someone and cutting them or them getting contusions

[4]

This response was given 2 marks for other performers and equipment. The responses for clothing and footwear were too vague (VG) because there was no description of how it could cause injury.

Other performers: Leaving weights out (e.g.) could cause others to trip over = 1 mark

Clothing: Wearing jeans (e.g.) but the word abrasion is an injury rather than a cause = VG. This response would have needed a description of restricting movement or equivalent to gain the mark.

Footwear: Wearing wrong footwear such as leather boots (e.g.) but the word blister is an injury rather than a cause = VG. This response would have needed a description of tripping up, slipping or equivalent to gain the mark.

Equipment: Faulty weights (e.g.) falling onto someone (cause) = 1 mark.

Question 10 (a)

10

(a) Cricket is a sport that uses a variety of performance and protective equipment.

Describe what is meant by performance equipment and protective equipment.

Performance equipment:

.....
.....

Protective equipment:

.....
.....

[2]

More successful responses were given full marks for this question and were able to describe both performance and protective equipment without simply repeating the wording in the question which some candidates did.

Another common error made by candidates in relation to protective equipment was 'prevents injury from occurring' – protective equipment can only reduce the chances of injury from occurring not prevent it altogether.

Some candidates based their responses around performance equipment, as equipment that allows you to improve your ability. They should be concentrating on equipment required to play the game rather than focusing on levels of performance. Less successful candidates also referred to clothing and footwear which as stated in the specification are separate.

Exam Technique

Some candidates were too vague in their descriptions as they simply repeated the wording of 'perform' for 'performance' and/or 'protect' for 'protective'. It is important that candidates do not 'reuse' wording already given to them in questions. For example:

Protective equipment – helps to protect the player from injury.

This response is too vague as it has simply reused the wording of protective as protect.

Exemplar 2

Performance equipment:

..... something used by a performer
..... when performing.

Protective equipment:

..... this protects the performer getting
..... injured [2]

This response demonstrates a common error that many candidates made which made their responses too vague (VG). Refer to Exam Technique information.

Question 10 (b)

(b) State a piece of performance equipment and protective equipment that is used in a cricket match.

Performance equipment:

.....

Protective equipment:

..... [2]

Most candidates were given full marks for this question. The most common responses for performance equipment was bat and ball and the most common responses for protective equipment were pads and helmet.

A few candidates confused headgear with helmets for protective equipment. A helmet is a hard piece of outer covering protective headwear worn by cricket players to protect their heads whereas headgear is made of softer material that is not worn by players in sports such as boxing or rugby and not used by cricket players.

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

A few candidates gave performance and protective equipment used in other sports, such as stating tennis racket for performance equipment.

Exam Technique

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

Question 11 (a)

- 11**
(a) Using a physical activity of your choice, design a warm up naming the **four** different components and give a practical example for each.

Physical activity:

Component	Practical example
1
2
3
4

[8]

Many candidates recalled the four components in the specification.

Candidates not being given full marks was often due to responses being about the benefits of a warmup such as increasing breathing rate and increased levels of flexibility rather than the identification of the actual components as stated in the specification – pulse raiser, dynamic stretching, mobility and skill rehearsal.

Some candidates also gave actual examples such as jogging rather than the actual component, which was incorrect.

Some candidates did not answer all four components, with pulse raiser and dynamic stretching being the two components used the most. The component of mobility tended to be the one component candidates often did not include and/or were too vague with in their examples for mobility such as lunges, which do not provide a full range of movement around the joint.

Other responses that were too vague included ‘performing an activity’ for the skill rehearsal component. Mental rehearsal was another common response that was also too vague.

Some candidates were referring to fitness components such as strength, flexibility, etc. as warmup components, which was incorrect.

Misconception



Dynamic stretching is a component for a **warmup** and **static** stretching is a component for a **cooldown**.

Exam Technique

Some candidates did not follow the instructions or were confused with the wording of practical examples. In such responses, the candidate would provide benefits of the component rather than a practical example. For example:

Mobility – provides a full range of motion for a joint

This is too vague as the actual example for mobility is open and closing the gate, arm swings or equivalent.

Question 11 (b)

(b) Using a practical example, describe a psychological benefit of a warm up.

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

[1]

Candidates generally answered this well, being able to use an example to describe a psychological benefit. Some candidates gave physiological responses such as increased heart rate rather than psychological factors, which was incorrect.

Misconception



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

Question 12 (a)

12 State the most likely skin damage injury from the following scenarios:

(a) A cyclist falling off their bike and scraping their knee on a rough track.

..... [1]

Most candidates were given a mark for answering 'abrasions/grazes'. BOD (benefit of doubt) was given for cuts/lacerations but the key words in this question was the term 'scraping on a rough track' making it more of an abrasion skin injury rather than a cut.

Question 12 (b)

(b) A boxer with a discoloured eye after a fight.

..... [1]

Most of candidates were given a mark for answering 'bruises'. Some candidates referred to contusions which is in the specification and credited. BOD was given for 'black eye'. Some candidates used descriptions of symptoms of injuries such as swelling, which is not an injury, so were not given the mark.

Question 12 (c)

(c) A marathon runner who has a pocket of fluid under the skin of their heel from continuous running.

..... [1]

Most candidates were given a mark for answering 'blisters'.

Exam Technique

Some candidates for Question 12 (a), (b) and (c) may have misread the question and gave responses such as high, medium and low indicating reference to the severity of injury rather than the most likely skin damage injury.

Question 13

13 Using a named chronic injury, describe how chronic injuries can occur.

Chronic injury:

Description:

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

[3]

There was some confusion between acute and chronic injuries in this question. Some candidates gave acute injuries such as cuts and fractures with a description of sudden trauma or equivalent, which is incorrect. Other candidates were given credit for naming a chronic injury but then described how acute injuries can occur.

Some candidates gave chronic injuries but did not always score maximum marks for the description as they repeated similar wording and/or gave a description that did not match the chronic injury, such as tennis elbow caused by continuous running.

Misconception



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

Question 14 (a)

14

(a) The sporting environment can cause injury to performers in different ways.

Name **three** different environmental factors and give an example of how each factor could cause an injury to a performer playing sport.

Environmental factor 1:

Example of cause:

.....

Environmental factor 2:

Example of cause:

.....

Environmental factor 3:

Example of cause:

.....

[6]

Candidates that did well on this question were able to recall the different environmental factors from the specification – weather and temperature conditions, playing surface, surrounding area and human interaction.

Other candidates were unable to recall the actual headings from the specification but gave examples such as rain for weather and officials for human interaction. Such responses were relevant and also credited.

Some candidates did not follow the instructions and did not give different environmental factors and/or repeated the same one such as rain and fog for weather or pitch and ground for surface which were only credited once.

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 3

Environmental factor 1: playing surface

Example of cause: A tennis player may slip in puddles or water on the court causing injury

Environmental factor 2: officials

Example of cause: A football referee may incorrectly give a ^{decision} ~~decision~~ which angers the player which makes them do bad tackles.

Environmental factor 3: Spectators

Example of cause: in rugby the spectators maybe shouting abuse to a rugby player which may make them complete a high tackle.

[6]

This response was given 4 marks for:

Playing surface (environmental factor) and slip on puddles or water on the court (example of causing injury) = 2 marks

Officials (environmental factor – BOD for human interaction) and incorrectly giving a decision which angers the player making them do bad tackles (example of causing injury) = 2 marks.

The last response of spectators and shouting abuse causing bad tackles is valid, but it cannot be credited because a mark has already been awarded for human interaction.

Question 14 (b)

(b) In hockey it is important to create a safe environment.



Using practical examples, describe **two** ways a hockey official could lower the chances of injury occurring during a game.

1

.....

2

.....

[2]

Most candidates answered this well, with use of appropriate sanctions and checking of equipment, playing surface and footwear being the most common responses given for how an official can lower the chances of injury during a game.

Some responses used specific hockey terminology such as awarding fouls for raising the ball dangerously or deliberately hitting the ball into an opponent. Many responses had some relevant links to hockey and were therefore credited, including reference to players, tackling, hitting, fouls, decision making, rules, etc. Less successful candidates were often too vague in terms of how the official could lower the chances of injury

Question 15*

15* Discuss how some individual variables can influence other individual variables and therefore further increase the risk of injury to a performer.

Using examples, describe ways National Governing Bodies' (NGBs) policies can help reduce the risk of injury occurring in their sport.

Your response should include:

- how individual variables influence other individual variables increasing the risk of injury
- examples of ways in which National Governing Body (NGB) policies can help reduce the risk of injury.

[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. Less successful candidates showed a lack of overall structure and poor grammatical/spelling accuracy.

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 did well in this question also often planned at the start or at least enumerated the individual variables they knew from the specification. These candidates showed a good understanding of how some individual variables can influence other individual variables to increase the risk of injury and had obviously been well prepared by their centres using the variables listed in the specification. Common answers from these candidates included links between:

- Age and experience
- Nutrition and weight and medical conditions
- Experience and technique
- Previous/recurring injuries and age and fitness

Some responses also referred to psychological factors which were also credited. These included reference to experience and not being able to control aggression or poor technique and levels of fitness that decreased levels of motivation which further increased the risk of injury.

Less successful responses included giving information on extrinsic factors, which were not relevant, and referring to the playing conditions rather than focusing on individual variables. Some candidates also gave information on individual variables without making links to other individual variables.

Level 1 responses often only answered one part of the question, which was often on the ways NGB policies can reduce the risk of injury.

Misconception



Candidates often confuse individual variables (intrinsic factors) with extrinsic factors.

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