

Cambridge **NATIONALS LEVEL 1/2**



SPORT SCIENCE

Combined feedback on the June 2017 exam paper
(including selected exemplar candidate answers
and commentary)

Unit R041 – Reducing the risk of sports injuries

Version 1

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INTRODUCTION

This resource brings together the questions from the June 2017 examined unit (Unit R041), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 2 and 15.

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/>

OCR <small>Oxford Cambridge and RSA</small>					
Friday 19 May 2017 – Afternoon LEVEL 1/2 CAMBRIDGE NATIONAL IN SPORT SCIENCE R041/01 Reducing the risk of sports injuries					
Candidates answer on the Question Paper. OCR supplied materials: None Other materials required: None	Duration: 1 hour				
<table border="1"> <tr> <td>Candidate surname</td> <td>Candidate surname</td> </tr> <tr> <td>Centre number</td> <td>Candidate number</td> </tr> </table>		Candidate surname	Candidate surname	Centre number	Candidate number
Candidate surname	Candidate surname				
Centre number	Candidate number				
INSTRUCTIONS TO CANDIDATES <ul style="list-style-type: none"> Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters. Use black ink. HB pencil may be used for graphs and diagrams only. Answer all the questions. Read each question carefully. Make sure you know what you have to do before starting your answer. Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown. Do not write in the barcodes. 					
INFORMATION FOR CANDIDATES <ul style="list-style-type: none"> The number of marks is given in brackets [] at the end of each question or part question. The total number of marks for this paper is 60. The quality of your written communication will be assessed in your answer to the question marked with an asterisk (*). This document consists of 12 pages. Any blank pages are indicated. 					
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Turn over					

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Cambridge National Sport Science
Unit R041: Reducing the risk of sports injuries Level 1/Level 2
Mark Scheme for June 2017
<small>Oxford Cambridge and RSA Examinations</small>

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Level 1/2 Cambridge National Award in Sport Science J802 Level 1/2 Cambridge National Certificate in Sport Science J812 OCR Report to Centres June 2017
<small>Oxford Cambridge and RSA Examinations</small>

GENERAL EXAMINER COMMENTS ON THE PAPER

Most candidates showed that they had been well prepared for the examination. Although some questions were again unanswered for example question 4 on medical conditions revealing significant gaps in candidates' knowledge and understanding.

Candidates often found the technical terms used in this paper difficult to understand, although these are often lifted directly from the specification. Centres are advised focus on increasing awareness of these terms and their meanings amongst candidates during delivery of the unit and to perhaps form their own glossary of technical terms that might be used in preparation for this examination paper.

Question 15 demands more extended writing from candidates and again the poor standard of written communication for a minority of candidates hinders their ability to give full and well- structured answers. Centres are reminded that a 'levels of response' mark scheme is used to assess this final question, which has a number of criteria separated into levels including statements related to the quality of written communication. The levels mark scheme also includes indicative content that is expected in responses to the question and this content is taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 14 but use other annotations on Q15 as it is not '1 tick = 1 mark'.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Questions 1, 2 and 3

Answer **all** questions.

1 Identify **four** physical increases in the body systems as a result of a warm up.

(a) **One mark for each answer:**

- (b) 1. (Body) temperature/get hotter
- (c) 2. Heart rate/pulse/heart pumping
- (d) 3. Flexibility (of muscles/joints)/mobility/muscle length or range of movement (at the joint)
4. Pliability of ligaments/tendons/muscles
5. Blood flow/blood pressure
6. Oxygen to muscles
7. Speed of muscle contraction
8. Breathing (rate/quicker/heavier)
9. Sweating.

[4]

2 Using an example for each, explain the difference between the 'mobility' and the 'dynamic movement' parts of a warm up.

Mobility **Four marks for four from:**

1. (**Mobility**) – exercises that take the joints through their full range of movement (ROM) or moving joints around their full motion
2. (**Example**) – arm swings/hip circles or rotations or open and close the gate

Dynamic movement 3. (**Dynamic movement**) – changing speed **and** direction

4. (**Example**) – shuttle runs/running in and out of cones/zig zag running

[4]

3 Identify **two** aspects that would be checked during a risk assessment.

(a) **Two marks for two from:**

- (b) 1. Equipment/facilities
2. Jewellery
3. Weather or temperature
4. Participants' age/health/medical conditions/previous injuries
5. Participants' clothing/footwear or protective equipment
6. Environment/(playing) surface/floor or surrounding area or litter.

[2]

Mark Scheme Guidance

Question 1:

Mark first four only.

Only one mark to be allocated for each answer line.

Gets body to right temperature = too vague pt1.

Movement = too vague pt3.

Sends signals = too vague.

(More) blood pumping/blood = too vague pt5.

Oxygen in blood = too vague pt6.

Oxygen intake = too vague pt6.

Question 2:

One mark for each explanation.

One mark for each appropriate example – accept other valid examples.

Accept example if valid even if explanation is incorrect.

Moving motion around the joint = too vague pt1.

Range of motion in joints = too vague pt1.

Mobility increases range of movement = too vague pt1.

High knees/heel flicks = too vague (must be related to full range of movement) pt2.

Short sprints = too vague (no change of direction) pt4.

Side steps = too vague pt4.

Series of quick movements = too vague pt4.

Question 3:

Accept examples if valid: e.g. check if goal posts are safe = pt1.

Check if participant has inhaler = benefit of doubt pt4.

Move clothing/footwear = too vague pt6.

Safety hazards = too vague pt6.

Check floor for obstacles/clothing = pt5.

Nothing to slip on/nothing to fall over = too vague pt6.

Wet or dry (surface) = benefit of doubt pt6.

Examiner comments

Question 1 – Most candidates scored at least two marks for this four-mark question. Some mentioned psychological aspects which does not answer the question (which states 'physical increases'). Some candidates wrote 'to warm-up' which is simply a repeat of part of the question. Candidates are reminded to read each question very carefully to identify the requirements and to avoid merely repeating the word in the question.

Question 2 – This proved to be a difficult question for many candidates and only the best scored the full four marks. Candidates often confused the terms 'mobility' and 'dynamic movement'. An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination. The question also asks for a practical example for each – again not all candidates provided these and therefore could not access full marks.

Question 3 – Many candidates could identify at least one aspect that would be checked during a risk assessment, showing that centres had prepared candidates well on this topic.

Exemplar candidate work

Question 2 – Low level answer

- 2 Using an example for each, explain the difference between the 'mobility' and the 'dynamic movement' parts of a warm up.

Mobility ... This means ... able ... to move quickly -

Dynamic movement ... this means how fast it takes to change direction.

[4]

Commentary

The reason why this response is a **low level** answer is that the candidate has only made one correct response with the rest of the answer being too vague. The response made concerning mobility is vague as 'move quickly' relates to speed rather than mobility.

The candidate has been awarded benefit of doubt (BOD) and so credited one mark for the response on dynamic movement 'how fast it takes to change direction' as this correctly relates to the term dynamic movement involving speed and direction.

Another reason why this is a low level answer is that the candidate has not attempted the first part of the question that states 'Using an example' for either mobility or dynamic movement and therefore could not access full marks.

Improvements to be made to make it a medium level answer:

The response needs to demonstrate an understanding of the technical vocabulary that is stated in the question – mobility and dynamic movement.

Use of correct examples within the candidates' explanation of mobility and dynamic movement. For example:

Mobility – practical examples include arm swings and hip circles.

Dynamic movement – practical examples include shuttle runs and running in and out of cones.

Exemplar candidate work

Question 2 – Medium level answer

- 2 Using an example for each, explain the difference between the 'mobility' and the 'dynamic movement' parts of a warm up.

Mobility is a large range of movement ^{exercise} like arm swings and open close gates to improve joints range of movement

Dynamic movement requires the athlete to suddenly change ~~sp~~ direction at speed to warm up muscles

[4]

Commentary

The reason why this response is a **medium level** answer is that the candidate has only made two correct responses with a vague response for mobility and no attempt at all for an example of dynamic movement.

The response they have made concerning mobility is vague as 'a large range of movement' does not fully explain the required information of an exercise that takes a joint through its full range of movement. The candidate has been awarded one mark for the correct examples of 'arm swings' and 'open and close the gate'. Please note that only one example was required to score the example mark.

The candidate has also been awarded a mark for the correct description of dynamic movement as 'change direction at speed' but offered no practical example.

Improvements to be made to make it a high level answer:

Ensure that both parts of the question are attempted. The candidate did not give an example for dynamic movement. For example:

Dynamic movement – practical examples include shuttle runs and running in and out of cones.

The response needs to show an understanding of the technical vocabulary that is stated in the question therefore the response needs to refer to the full explanation of mobility as being an exercise that takes a joint through its full range of movement.

Exemplar candidate work

Question 2 – High level answer

- 2 Using an example for each, explain the difference between the 'mobility' and the 'dynamic movement' parts of a warm up.

Mobility open or closing the gate, moving
to the max extent of a joint.

Dynamic movement Shuttle runs, quick short
sprints and movement (agility) with twist
and turns.

[4]

Commentary

The reason why this response is a **high level** answer is that the candidate has completed both parts of the question securing maximum marks available for the use of practical examples and one mark out of two for the correct description of mobility.

The candidate has been awarded two marks for the response made for mobility as they have used an example (open or closing the gate) and given an appropriate explanation (moving to the max extent of a joint).

The candidate did not secure maximum marks for the response made for dynamic movement and only one mark was awarded for the correct use of an example (shuttle runs) with the explanation of dynamic movement being too vague.

Further improvements that could be made:

Although the candidate has attempted to explain dynamic movement the response of 'quick short sprints and movement (agility) with twists and turns' is too vague as there is no reference to change of speed.

As the mark scheme states: Dynamic movement – changing speed and direction.

Questions 4, 5 and 6

4 Describe what is meant by each of the following medical conditions:

Scoliosis : A visibly curved spine/'S' or 'C' shape/one shoulder higher than the other

Lordosis : Forward/inward curving of the lower back/spine (so that stomach sticks out)

Kyphosis : Forward/inward curvature/hunched/rounded at the top/upper back/spine

Pelvic tilt : One side of the pelvis/hips is higher than the other side/hips not level or pelvis angled forward and back (compared to normal) or one side of the pelvis higher than the other or pelvis is at different angle (than normal)

Round shoulder : Forward curve of the neck/hunching the shoulders forward

[5]

5 Explain how the type of activity undertaken can increase the risk of injury in sports.

Two marks for two from:

1. Contact sport
2. ... because of (bad/dangerous) tackles/collisions
3. Dangerous sports
4. ... because of risk of fractures/falls
5. Striking sports
6. ... because of being hit by ball/sticks/equipment
7. High impact/jumping sports
8. ... because of damage/stress on joints

[2]

6 Identify **three** sports and for each give the specific type of footwear worn to help prevent injury.

Sport 1: **Three marks for three from:**

Footwear: 1. Rugby – (boots with) studs

2. Football – (boots with) studs

Sport 2: 3. Running – spikes/trainers that support the ankle

Footwear: 4. Cricket – spikes/studs/blades

5. Hockey – spikes/studs/blades

Sport 3: 6. Ice hockey – blades/skates

Footwear: 7. Ice skating – blades/skates

8. Skiing – (ski) (boots with) straps/support

9. Basketball – ankle support footwear

10. Boxing – ankle support footwear

11. Climbing – climbing shoes with grips

12. Trampolining – socks with grips (on the bottom)

[3]

Mark Scheme Guidance

Question 4:

One mark per correct description.

For points 2 – 3 look for location (upper/lower) and direction of curve (forward/back) to give a mark.

Hunchback = too vague for any points.

Curving to the side = too vague pt1.

Curved spine = too vague pt1.

Lumbar section of the spine curves in = pt2 (Has the idea of location **and** direction).

Problem with lower/upper spine = too vague pt2/3.

Curving at the lower of spine = too vague pt2 (no direction of curve).

Butt stuck out or back curved in = too vague pt2.

Pelvis goes inwards = too vague pt4.

Anything relating to tilting = too vague pt4.

Anything relating to rounded = too vague pt5.

Shoulders pop out of back = too vague pt5.

Shoulders high towards cheeks = benefit of doubt pt5.

Circular shoulders = too vague pt5.

Bending forward = too vague pt5.

Question 5:

One mark for type of activity.

One mark for explanation/examples of causes of injury.

Give a mark for explanation of cause even if type of activity is incorrect.

Physical activity causes broken bones = too vague.

Do not accept weather/environment.

Question 6:

Accept other sports and their examples.

One mark per sport with correct example.

Shoes/boots (on their own) for any activity = vague.

Football/rugby boots = too vague.

Bowling/ballet shoes = too vague (must be related to helping prevent injury).

Trainers = too vague.

Rugby – toe protectors = benefit of doubt.

Examiner comments

Question 4 – Most candidates scored poorly on this question. Whenever a question is set on this area of the specification related to posture and medical conditions candidates tend to struggle and therefore the teaching of this area should be reviewed and the main points in the mark scheme reinforced. Scoliosis is generally well understood but the other medical conditions less so – with many candidates simply leaving this question unanswered. It is important for candidates to describe the location of the medical condition e.g. where on the spine and the direction of the curve if the medical condition relates to curvature of the spine.

Question 5 – Candidates often responded to this question by simply referring to names of sports rather than types of activity, for example 'rugby' rather than 'contact sport'. Candidates who identified both the type of activity e.g. 'contact sport' and how this can increase the risk of injury e.g. 'because of dangerous tackles', scored the full two marks available.

Question 6 – Many candidates wrote answers that were too vague and did not give the specific type of footwear that helps prevent injury. For example, 'football boots' is too vague but 'football boots with studs' is valid because it is a specific type of footwear to prevent injury.

Questions 7 and 8

7 Explain how emotional factors can affect someone’s posture.

Two marks for two from:

1. Low self-esteem/lack of confidence/shy or has low confidence or is anxious/nervous/upset/depressed/sad
2.can cause someone to look down/hunch forward or leading to round shoulder/poor posture (in the upper body) or slouching

[2]

8 Give a cause and treatment for each of the following injuries and medical conditions:

(a) Fracture

Two marks for two from:

Cause:

Treatment:

1. (**Fracture**) – bad or land or fall (awkward)/tackled/trauma/impact (by an opponent)/collision
2. (**Treatment**) – Splint/sling/999 or medical assistance/put in plaster/cast/pot
3. (**Concussion**) – (hard) impact to head (by a piece of sports equipment or another player or with the ground) or banged head

[2]

(b) Concussion

Cause:

Treatment:

4. (**Treatment**) – apply cold compress/ice/rest or medical assistance or 999
5. (**Abrasion**) – falling or tripping over onto (hard/rough) ground/hit by a piece of equipment/broken equipment/rubbing (against equipment) or sliding on ground/AstroTurf or being kicked/hit/punched/scraped/tackling/friction

[2]

(c) Abrasion

Cause:

Treatment:

6. (**Treatment**) – bandage/plaster/compression/elevate/ rest or clean/sterilise (area)
7. (**Contusion**) – colliding with a player or piece of equipment or falling or tackling or tripping
8. (**Treatment**) – rest/elevate/ice /R.I.C.E

[2]

(d) Contusion

Cause:

Treatment:

9. (**Osgood Schlatter’s**) – during a growth spurt as a child or (bone) growing too quickly or bone growing faster than tendons or repeated stress or overuse or too much running/jumping or play too much
10. (**Treatment**) – R.I.C.E./rest or bandage or seek medical advice

[2]

(e) Osgood Schlatter’s disease

Cause:

Treatment:

[2]

Mark Scheme Guidance

Question 7:

One mark per valid comment.

It lowers your confidence = x (not crediting result of poor posture **but how emotions can affect posture**).

Sad & not focus on posture = pt1 and benefit of doubt pt2.

Hunchback = too vague pt2.

Question 8:

One mark for each correct description.

One mark for each correct treatment.

Caused by sudden force on bone – benefit of doubt pt1.

Collision (on its own) = too vague pt1.

Rest/RICE/Taping – too vague pt2.

Just plaster = too vague pt2.

Head injury = too vague pt3.

Sudden (violent) movement of head = benefit of doubt pt3.

Wet tissue – too vague pt4.

Cut = too vague pt5.

hitting hard ground = benefit of doubt pt5.

Trip/fall (on own) = too vague pt5.

Dangerous surface = too vague pt5.

Hitting yourself hard = benefit of doubt pt7.

Physiotherapy = benefit of doubt pt10.

Give mark for treatment of named injury on QP even if description is incorrect.

Examiner comments

Question 7 – Most candidates scored the full two marks available and gave an excellent explanation of how emotional factors can affect posture. A small minority left this question unanswered.

Question 8 – Candidates could give valid causes and treatments for each of the named injuries or medical conditions, although some candidates could not differentiate between abrasion and contusion. Many candidates did not respond to the Osgood Schlatter's disease part of the question. The lower-scoring candidates seemed to confuse the terms 'cause' and 'treatment' and centres are advised to ensure that candidates understand these terms and the distinction between them.

Questions 9 and 10

9 Give **two** examples of emergency equipment that might be part of an Emergency Action Plan.

Example 1

Two marks for two from:

1. First aid kit or bandages/slings/plasters/ice pack

Example 2:

2. Evacuation chair or wheelchair or evacuation chair

3. Stretcher

4. Defibrillator

5. EpiPen/inhaler/insulin

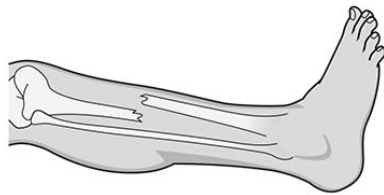
6. Blanket/s

7. Telephone/mobile

.....
.....
[2]

10 Identify the type of injury that each of the following images show:

(a)

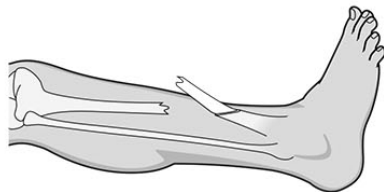


Three marks for three from:

Closed/simple fracture/break

.....
[1]

(b)



Open/compound fracture/break

.....
[1]

(c)



Blisters/contusion/abrasion/bruise/cut /
friction burn /graze

.....
[1]

Mark Scheme Guidance

Question 9:

Accept 'evac chair' = pt2.

First aid chair = too vague pt2.

Question 10:

Fracture/broken bones/hairline = too vague pt 1 & 2.

Examiner comments

Question 9 – Candidates often gave two valid examples of emergency equipment that might be part of an Emergency Action Plan. Others either left this question unanswered or only gave 'First aid kit' to score a single mark.

Question 10 – Although the majority of candidates scored well on this question, though some were not precise enough in their responses; (a) and (b) are clearly breaks or fractures but it is the type of fracture that is important here and so 'open fracture' and 'closed fracture' was expected. Part (c) was answered well with most candidates identifying the injury as a blister, an abrasion, bruise or graze.

Questions 11, 12 and 13

11 Give **three** examples of overuse injuries.

Example 1 . **Three marks for three from:**

1. Tendonitis (Achilles/Patella)

Example 2 . 2. Shin splints

3. Tennis elbow

Example 3 . 4. Golfer's elbow

5. Swimmer's shoulder

6. Jumper's knee

7. Osgood Schlatter's

8. Bowler's shoulder

9. Runner's knee

[3]

12 Give **two** symptoms of an acute injury.

Symptom 1 **Two marks for two from:**

1. (Immediate) pain

Symptom 2 2. Swelling or redness

3. Contusion/bruising

4. Loss of function or can't run/walk

5. Deformity/disfigurement or bone out of place or broken bone/limb

6. Loss of consciousness

7. Abrasion/bleeding or cut

[2]

13 Complete the following, selecting the most accurate words or phrases listed below.

Shabnum suffers from 1. Type 1 diabetes and is insulin-dependent.

She has had this medical condition since she 2. Was a child

The first symptom she had was 3. Extreme thirst/frequent visits to the toilet

Other symptoms include 4. Extreme thirst/frequent visits to the toilet

When she becomes ill she needs ... 5. A sugary drink/sugar

became overweight
sugar
was a child
Type 1
extreme hunger
Type 2
extreme thirst
oxygen
a sugary drink
to sleep
frequent visits to the toilet

[5]

Mark Scheme Guidance

Question 11:

Accept any other recognised chronic injury.

Blister/arthritis = too vague.

Question 12:

Mark first response only on each answer line.

Sudden trauma = too vague pt5.

Fracture/concussion = too vague pt5/pt6.

Question 13:

Accept first response on line only.

Examiner comments

Question 11 – Most candidates showed an impressive knowledge of overuse injuries with some excellent examples, including tendonitis, golfer's elbow and shin splints. This was a high scoring question.

Question 12 – Many candidates could give accurate symptoms of an acute injury. Some candidates struggled with the word 'symptoms' and gave the names of injuries, for example a fracture. Others were unaware of the term 'acute' and gave more chronic examples.

Question 13 – Some candidates did not use the words provided on the question paper. A significant minority of candidates referred to Type 2 diabetes rather than Type 1. The best candidates were able to identify the correct terms related to Type 1 diabetes.

Question 14

14 Circle the correct answer for each of the following statements:

- (a) A symptom of asthma is high blood sugar. True/False
- (b) A treatment for asthma is sugar. True/False
- (c) A symptom of epilepsy is fitting. True/False
- (d) A treatment for epilepsy is an inhaler. True/False
- (e) A symptom of diabetes is extreme tiredness. True/False

[5]

Examiner comments

The vast majority were able to identify the correct response for each statement showing good recall of knowledge, although a minority of candidates showed a lack of knowledge about diabetes for part (e).

Question 15

15* Explain the specific needs that should be considered by a sports coach when planning a warm up or cool down.

Indicative content

Candidate responses are likely to include:

Numbered points = knowledge/understanding

Bullet points = likely to be development of knowledge

1. Size of the group

- Must ensure there is enough space for the size of the group otherwise injuries may occur through people bumping into one-another.

2. Age of the participants

- Young children will require a lower intensity and shorter warm up compared to adults.

3. Experience of the participants

- More experienced participants may need a warm up involving a higher level of skill in the skill rehearsal phase compared to someone of lower ability.
- Individuals' strengths/weaknesses

4. Individual fitness levels

- Not everyone may be at the same level of fitness due to illness etc.
- Flexibility
- Strength
- Overweight

5. Health or any medical conditions participants may have

- Need to consider the level/type of warm up if an individual in the group has a previous injury e.g. a broken leg or a medical/health issue e.g. asthma
- Mental state
- Consider those with disabilities

6. Suitability as preparation for a particular activity/sport

- The warm up/drills used needs to match or be suitable for the actual activity taking place
- e.g. a warm up for badminton might involve lots of running backwards, forwards, side-to-side.

7. Time available

- How long before match starts or whether there is time for an extended cool down

8. Environmental factors

- Weather
- Temperature if outdoors
- Available facilities/equipment

[8]

Mark Scheme Guidance

Levels of response

Level 3 (7–8 marks)

A comprehensive response:

- shows detailed knowledge and understanding
- makes many points, many of which are well developed.
- is well structured and consistently uses appropriate terminology.
- there are few if any errors in grammar, punctuation and spelling.

Level 2 (4–6 marks)

A competent response:

- shows good knowledge and understanding.
- makes some valid points a few of which may be developed.
- is reasonably well structured and uses some appropriate terminology.
- there are occasional errors in grammar, punctuation and spelling.

Level 1 (1–3 marks)

A basic response:

- shows limited knowledge and understanding.
- makes some basic points which are rarely developed.
- has limited coherence and structure with little or no use of appropriate terminology.
- errors in grammar, punctuation and spelling may be noticeable and intrusive.

Differentiating between levels look for:

Level 3 (7–8)

- Most well explained points are clearly developed
- At the top of this level at least 4 specific needs are well explained and then well developed using examples where relevant.
- At the bottom of this level at least 4 points are likely to be developed
- Very few quality written communication errors

Level 2 (4–6)

- Some explanation rather than description. The more explanation that is provided, the more marks gained at this level.
- At the top of this level there is likely to be three developed points with valid examples where relevant
- At the bottom of this level there is likely to be three points but they are underdeveloped and mainly descriptive
- Some quality written communication errors

Level 1 (1–3):

- If only one or two needs have been listed – only one mark should be given
- Where there are several specific needs covered but listed only this gains 2 marks.
- Some description/explanation but 2 well developed points will gain 3 marks.
- If solely on benefits/components of a warm up cool down or simply to 'get you ready' then give 1 mark for relating to point 6
- Many quality written communication errors

Do not accept gender**Examiner comments**

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Some candidates showed a fluent and well-planned response, others were less coherent and answers lacked structure and grammatical accuracy at times.

The best responses explained well the specific needs that should be considered by a sports coach when planning a warm-up or cool-down. In these cases, candidates wrote about a variety of different specific needs for example, the size of the group, the experience of the participants, individual health and fitness issues as well as the suitability of the warm-up or cool down to the activity undertaken. They also made a point and then developed it with other information. The lower scoring responses were too vague and rarely developed the points made. Some candidates gave descriptions of the warm-up and cool-down without referring to specific needs and therefore scored limited marks. Once again it is important for candidates to carefully read the question and identify exactly what is required as only addressing one variable or aspect of these questions will inevitably restrict access to the higher end of the mark range.

Exemplar candidate work

Question 15 – Low level answer

15* Explain the specific needs that should be considered by a sports coach when planning a warm up or cool down.

A coach must consider when planning a warm up and cool down is that they should focus on the age and gender of the sports performers. This is because if a male vs a female have a cool down period the woman or man might have different stamina levels or oxygen regeneration levels. Age however is much more different because if a fit 20 year old woman or man vs a 80 or elder man or woman cool down or warm up its very dangerous for the elderly people because they have weaker limbs or organs this can put them in danger so the coach must make sure to have the same age and gender ~~groups~~ groups in order for a planning for a warm up and cool down.

[8]

Commentary

The reason why this response is a **low level** answer is that the candidate has only made reference to one correct specific need that shows some development. The answer has made reference to gender as a specific need but this is not worthy of any credit as the guidance in the mark scheme states 'Do not accept gender'.

The candidate has made one valid point referring to age as a specific need which has some development by linking it to fitness and the need for the coach to make sure they have the same age group to avoid putting the elderly in danger.

Overall, this is a basic response that shows limited knowledge and understanding. The response has limited structure with little appropriate terminology. The quality of written communication (QWC) shows errors in grammar and punctuation.

Improvements to be made to make it a medium level answer:

In order to make this a medium level answer the response needs to provide some explanation rather than description. As the guidance states in the mark scheme, a competent response is one that has three developed points with valid examples where relevant. Such an answer is likely to be at the top of the medium level mark range (6 marks). The response will also be reasonably well structured using some appropriate terminology. The quality of written communication will need to be improved although responses with occasional errors in grammar, punctuation and spelling can still access the top of this level.

The candidate has secured point 2 (age of the participant) in the indicative content. Other possible developed points that could be used to improve the response based on indicative content include:

Size of the group – developed by referring to ensuring there is enough space to avoid collisions.

Experience – developed by referring to individual strengths and weaknesses and skill level.

Individual fitness – (although the candidate linked this slightly with age) developed by being specific in terms of flexibility, strength and weight.

Health – developed by referring to previous injuries and/or medical conditions.

Suitability to sport – developed by referring to the need that the warm up should be suitable for the actual activity.

Time available – developed by referring to the amount of time before/after the activity so an extended warm up/cool down could be performed.

Environmental factors – developed by referring to weather, temperature and available facilities/equipment.

All of the specific needs above can be further developed by the use of practical examples where relevant. For example, a response that refers to health and the need for the sports coach to be aware of previous injuries and medical conditions can be further developed by using a practical example such as:

The sports coach will be aware that a football player has previously pulled their hamstring so will avoid warm up activities such as short sprints until the player has fully recovered.

Exemplar candidate work

Question 15 – Medium level answer

Age, Size of the group, Gender, fitness levels,

8

- 15* Explain the specific needs that should be considered by a sports coach when planning a warm up or cool down.

Age - you'll need to check the age of the performers before you start your session, because you can't have a 13 year old play with a 25 year old because in the game ~~too~~ a performer will get injured example of sport rugby.

Size of the group - you can't play with a big crowd of people because there wouldn't be space for you to play because of the crowdiness, so the group will have to split.

Gender - a boy and girl can play against each other and boys are naturally stronger than girls so an injury will happen in this situation.

Fitness levels - people ~~who~~ who aren't fit ~~at~~ can't sprint for 20 mins non-stop so there has to be a different session for them eg jogging (lighty) for 5 mins.

[8]

Commentary

The reason why this response is a **medium level** answer is that the candidate has responded with three correct specific needs that show some development. As the guidance states in the mark scheme, a competent response that has three developed points with valid examples where relevant is likely to be at the top of the medium level mark range (6 marks). This response is reasonably well structured using some appropriate terminology. The quality of written communication has occasional errors in grammar.

The guidance in the mark scheme states 'Do not accept gender' so any reference to gender in the answer is irrelevant.

The candidate has made three valid points referring to age, size of the group and fitness levels as specific needs. These responses have then been further developed by using a practical example for age (not having a 13 year old play with a 25 year old in rugby otherwise injury may occur), a further development of space by referring to the fact that a big crowd of people would reduce the space and the need for the group to be split up and that people with lower fitness levels will need a lighter warm up session.

Improvements to be made to make it a high level answer:

In order to make this a high level answer the response needs to be comprehensive with most points well explained and clearly developed. As the guidance in the mark scheme states in order to access Level 3 (7–8 marks) it is necessary for there to be four different valid specific needs that are developed using practical examples where appropriate.

The response will also be well structured and consistently using appropriate terminology. There will be few (if any) errors in grammar, punctuation and spelling.

Using the indicative content in the mark scheme, the candidate has already developed point 1 (size of the group), point 2 (age of the participant), and point 4 (fitness levels). Other possible developed points based on indicative content that could be included to improve this response include:

Experience – developed by referring to individual strengths and weaknesses and skill level.

Health – developed by referring to previous injuries and/or medical conditions.

Suitability to sport – developed by referring to the need that the warm up should be suitable for the actual activity.

Time available – developed by referring to the amount of time before/after the activity so an extended warm up/cool down could be performed.

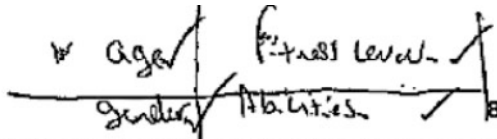
Environmental factors – developed by referring to weather, temperature and available facilities/equipment.

All of the specific needs above can also be further developed by the use of practical examples where appropriate. For example, a response that refers to environmental factors and the need for the sports coach to be aware of weather conditions can be further developed by using a practical example such as:

The sports coach will be aware that the weather conditions are too wet and cold for an extended cool down outside so makes the hockey team perform the cool down indoors.

Exemplar candidate work

Question 15 – High level answer



15* Explain the specific needs that should be considered by a sports coach when planning a warm up or cool down.

One of the specific needs that should be considered when planning a warm up is the participant's age, this is important to consider. If you were to have a 50 year old man doing the same warm up as a 25 year old man for their would be an injury as the 150 year old man warm up would be too vigorous for the 50 year old man. Also when planning a warm up gender needs to be taken into consideration as a man and a woman have different characteristics for example a man is stronger than a woman but less flexible which means their ~~training~~ need to be different. Gender must be taken into consideration when planning a warm up. When planning a warm up and or cool down the fitness levels of the participants need to be taken into consideration. As the fitness [8]

15) Levels of one of the participants may be significantly higher than another participant in the same class, which means the participants with a higher fitness levels are going to need more of a ^{vigorous} warm up and a longer cool down ~~compared~~ compared to those who have a lower ability. It also adds to that the abilities of the participants also need to be taken into consideration as the ~~skilled~~ participants with a higher ability are going to need ~~more~~ more of a complicated and harder warm up than the participants with ~~the~~ ^{the} lower ability. Otherwise the warm up will not be as effective.

Another need that should be considered when planning a warm up or cool down is the size of the group of participants. If there is too many participants ~~there~~ there is no guarantee that all participants are following the ^{rules} and doing the warm up or cool down properly, which may result in injury.

Commentary

The reason why this response is a **high level** answer is that the candidate has responded with at least four correct specific needs that show development. As the guidance states in the mark scheme, a comprehensive response is one that shows clear development with very few quality of written communication errors.

The guidance in the mark scheme states 'Do not accept gender' so again any reference to gender in the answer is irrelevant.

The candidate has made valid points referring to age, fitness levels, experience and size of the group as specific needs. These responses have then been further developed by using an example for age (a 50 year old man doing the same warm up as a 25 year old man may result in injury), fitness levels are developed (higher fitness levels require more strenuous warm up), ability levels require a more complicated warm up and the size of the group can influence the effectiveness of a warm up. The response also considers the difference in fitness and ability levels. For example, a participant with high fitness levels can perform a more strenuous warm up and longer cool down than those with lower fitness levels.

Further improvements that could be made:

This high level response can be further developed by identifying and developing other specific needs including:

Health – developed by referring to previous injuries and/or medical conditions.

Suitability to sport – developed by referring to the need that the warm up should be suitable for the actual activity.

Time available – developed by referring to the amount of time before/after the activity so an extended warm up/cool down could be performed.

Environmental factors – developed by referring to weather, temperature and available facilities/equipment.



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