

Cambridge Technicals Sport

Unit 4: Working safely in sport, exercise, health and leisure

Level 3 Cambridge Technical in Sport and Physical Activity
05826 - 05829

Mark Scheme for June 2019

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

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

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

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Annotations used by examiners

Multiple Choice Questions

Examiners indicate if answer given is correct or not by indicating '1' or '0' on the right hand side of the question.

All questions other than Multiple Choice and Extended response question

Tick = correct

Cross = incorrect

BOD = benefit of the doubt given

NBD = no benefit of the doubt given / also used where additional material may have been seen but no more marks gained

NR = no response attempted

SEEN = response been read but no credit given

REP = Point repeated and no further credit given

Extended response question

Please note that on the extended response question ticks and crosses are not used as it is not 1 tick = 1 mark.

Where applicable:

Id is used to indicate that a knowledge point from the mark scheme indicative content has been used.

Und is used to indicate that a more developed or detailed point has been made (showing greater understanding).

Eg is used to indicate where an example has been used or applied to support or develop the response.

L1 = Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

L2 = Level 2 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

L3 = Level 3 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

Examiner Guidance on annotations

1. General guidance:
 - mark in red ink (supervisors mark scripts they are sampling in green)
 - record the total mark for each **part question** (e.g. question 4 (a)) in the right hand margin
 - record the total mark for each **whole question/section** (e.g. question 4 (a), (b) and (c) total) at the end of the question in right hand margin – circle this total mark
2. For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.
3. For points-marked questions (the majority):
 - Structured scheme: one mark = one point, represented by a **tick**
 - Keep referring to the requirements of each question
 - Take into consideration the sub-max for parts of the question where applicable and indicate '**max**' has been reached for each part as appropriate
 - Ringed mark at the end of each whole question only
 - Use only the agreed annotations when marking.
4. For the levels marked questions:
 - Keep checking for relevance of the response to the requirements of the question
 - Give '**Id**' for each numbered point in the MS indicative content (don't record the numbered point)
 - Give '**Und**' for every point that has been sufficiently developed and shown understanding (often, but not always, indicated by a bullet point in the MS)
 - Put '**Eg**' in the LH margin if a valid, relevant and accurate practical example is given
 - Use other usual annotations on the body of the script.

 - Now review again the answer.
 - Remember to keep checking whether the response actually answers the question set.
 - REVIEW THE LEVELS' DESCRIPTORS AND ESPECIALLY THE DISCRIMINATOR POINTS TO PINPOINT THE MARK.
 - Write the final mark for the question at the end of the response in the RH margin and also indicate the level awarded (**L1**, **L2** or **L3**).

FINALLY – remember that

- Some learners may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
- Some learners may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
- Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
- It is unlikely for learners to score 0 (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
- Use your professional judgement and contact your Team Leader if you need help in applying the scheme.

THEN:

- Add up the marks for the whole question and put in RH margin and circle.
- Record all question totals on the front of the script in the grid provided on the cover.
- Add up these question totals to give a final mark and record on top left of script encircled.
- Check for arithmetical errors.
- Transfer question totals to the online mark sheet and make sure the total mark on the online mark sheet agrees with the total on the question paper.
- Ensure marks are legible on the question paper.
- Ensure every page of script is annotated – cross through blank pages and if additional pages/material has been provided and considered in the marking, annotate this in the usual way to indicate any credit given or use '**NBD**' if the material has not attracted additional marks to show it has been seen.

Question		Answer	Marks	Guidance
1		Checking membership details	1	
2		<ol style="list-style-type: none"> 1 To monitor the total number of visitors/ monitor people in and out 2 As potential evidence for any issues 3 So that customers can feel safe/secure 4 Customers can be monitored without somebody being there physically 5. Deterrent/ prevent crimes 6. Help if missing person 7. Identify people misbehaving/ misusing equipment 8. Review emergencies for training/ future incidents 	2	Mark 1 st two only Accept other suitable examples
3		<ol style="list-style-type: none"> 1 Generic 2 Site specific 3 Dynamic 	3	
4		<ol style="list-style-type: none"> 1. Choking. E.g. A rugby player who gets knocked out and vomits into their mouth whilst lying on their back. 2. Unconsciousness. E.g. A gymnast bangs their head on a box when performing a somersault. 3. Bleeding. E.g. A player gets their leg scraped with a stud from a football boot. 	3	Accept any suitable examples Examples can be from the same sport or from different sports
5		<ol style="list-style-type: none"> 1 So that staff can monitor the group safely/ control the group more effectively 2 To reduce the risk of injury to participants. 3 For the health and safety of participants. 4. To safeguard adults and participants 5. Legal requirement/satisfy NGB guidelines/ avoid being liable 6. Avoid 1:1/ right number of staff to children 7. Requirement of Duty of Care 	2	Mark first two only Accept any suitable examples

Question	Answer	Marks	Guidance
6	<ol style="list-style-type: none"> 1. Bruising or marks on the skin 2. Recurring injuries 3. Refusal to undress 4. Becoming introverted/withdrawn 5. Becoming aggressive 6. Flinching when approached 	1	Accept other appropriate examples / signs / symptoms
7	<ol style="list-style-type: none"> 1 Directing/ calling emergency services 2 Checking headcount/register/who is in building(s) 3 Making PA announcements/ informing staff of emergency 4 Prevent other people entering the centre 5 Securing reception area 6 Liaising with manager/other staff 7 Evacuate reception area 	1	
8	<p><u>Fire Brigade</u></p> <ol style="list-style-type: none"> 1 To put out the fire/deal with gas leak/chemical leak 2 To ensure that the building is empty 3 To coordinate any rescue attempts/ save/ help anyone left/ stuck inside the building 4 To make the area safe 5 Providing first aid/ space blankets <p><u>Police</u></p> <ol style="list-style-type: none"> 6 To coordinate the closing of roads/preventing traffic getting through 7 Providing first aid 8 Questioning people about the incident 9 To provide security/ secure the area/ ensure people in safe area/ stop people going back into the fitness centre/ direct people away from the area 10. Search for missing person 11. Deal with crime e.g. arrest the person responsible for causing emergency situation e.g. terrorist, person causing damage to chemical storage resulting in leak 	2	<p>Accept other suitable examples</p> <p>Point 10 acceptable for either service but only award once.</p>

Question	Answer	Marks	Guidance
	<p><u>Generic answers</u> 10 Coordinating the effort with other emergency services</p>		
9	<p>1 Loose clothing/ dropping clothing on a treadmill/exercise bike and tripping/blocking mechanism 2 Shoelaces being untied / shoes not fastened correctly– potential trip hazard 3 Jewellery being caught on equipment could cause potential strangulation hazard 4 Inappropriate footwear/ incorrect grip/ /clothing could cause slips/trips 5 Studs on footwear can lead to more injuries 6 Overheating or suffering extreme cold due to inappropriate clothing</p>	3	Accept other suitable examples
10	<p>1 Overall responsibility of safety for all users/for staff/for customers/ make sure staff know roles and responsibilities 2. Duty to protect customers and staff 3 Encourage H & S issues to be reported to him/ her/ acting on reports of faults/issues 4 Do what is reasonable to ensure the facility is safe 5 Carrying out risk assessments/checking risk assessments/delegating the completion of risk assessments 6 Outlining the safe operational procedures 7 Carrying out regular site inspections/ maintenance and service checks 8 Ensure policies are displayed/implemented/updated/created 9 Make changes to working practices to comply with legislation 10 Lead regular training in-house/ staff training 11. EAP/ Normal operating procedures in place 12 Responsible for (behaviour of and safety of) other staff – e.g. the health and safety officer, coaches and instructors, etc...</p>	2	

Question		Answer	Marks	Guidance
11	(a)	<ol style="list-style-type: none"> 1 Stop any fitness activity 2. Remain calm 3 Begin partial evacuation/full evacuation (depending on fire size/proximity) 4 Lead/direct users to appropriate emergency exits 5 Direct users to a safe environment/assembly point 6 Switch off any music/electrical equipment that is safe/appropriate to do so without taking additional time 7 Do not allow customers into changing areas/lockers to retrieve belongings 8 Collect participant register if appropriate/ Take register of class members outside 9 Considering the needs of disabled clients/children: taking direct responsibility for those clients/informing the manager of those who need assistance leaving the building 10 Check the area is clear of any customers 11 Ensure that appropriate procedures are in place. E.g. space blankets/first aid 12 Only allow customers to return when the emergency services have confirmed it is safe to do so 	4	Accept other suitable examples

Question		Answer	Marks	Guidance
11	(b)	<ol style="list-style-type: none"> 1 Perform (regular/dynamic) risk assessments 2 Deal with any hazards promptly/ removing hazards/ put control measures in place/ putting equipment away 3. Checking equipment before it is used 4. Ensure that health and safety posters are clearly displayed in the gym area/ explain any health and safety measures and rules that are in place 5 Keep areas clean and well maintained 6. Undertake regular training to ensure that she knows the safe operation of equipment/ make sure her training is up to date 6 Observe customer behaviour to pre-empt injury/accident due to incorrect use/tiredness 7 Carry out/ study customers' PAR-Q/medical forms to identify potential issues 8 Ensuring that customers are wearing safe, appropriate clothing/footwear/ not wearing jewellery 9 Ensure customers have taken part in an induction process 10. Make sure activities are suitable for client group 11. Perform demonstrations/ ensure correct technique 	4	synoptic (Unit 2 5.3 – 'Assessing and minimising risks before sports/activity session)

Question	Answer	Marks	Guidance
11 (c)	<p><u>Activities</u></p> <ol style="list-style-type: none"> 1. If you change the activity to be harder/ different then the risks will change 2. If you adapt the activity/ introduce a new activity then the risks will change 3. E.g. If you have been doing a Zumba class in a fitness studio and then you introduce Step aerobics then you will need to adapt the risk assessment. <p><u>Equipment</u></p> <ol style="list-style-type: none"> 5. If you change the equipment you are planning on using/ if the equipment available is different to what you planned to use 6. E.g. if you have planned a circuit training session and some of the equipment is missing you would have to adapt the risk assessment for the equipment that you are now using. 7. If you have new equipment then you would need to adapt the risk assessment 8. E.g. if you get a new treadmill then you would need to adapt the risk assessment. <p><u>Environment</u></p> <ol style="list-style-type: none"> 9. If the environment is different to what you planned for 10. e.g. change in weather conditions/ change in size of space available 11. If the environment changes in nature then you may need to adapt your risk assessment 12. E.g. pot holes, mole hills, permanent structures being put in place <p><u>Participants</u></p> <ol style="list-style-type: none"> 13. If the participants are different to what was expected (number/ ability/ age) 14. Special population groups will require a different supervision/support 15. E.g. OAPs/disabled users will have different needs and therefore a more detailed risk assessment 16. Ability of participants may affect risk in some activities for example a beginner may be more at risk than experienced performer 	4	<p>Submax one for each section</p> <p>Accept any suitable examples that highlights why risk assessments would need to be adapted for each of the four areas identified.</p> <p>There should be reference to why the risk assessment needs to be ADAPTED, not just needing a new risk assessment</p>

Question	Answer	Marks	Guidance
12*	<ol style="list-style-type: none"> 1. Understanding how to assess a situation/circumstances in order to act safely/promptly/efficiently in an emergency. <ul style="list-style-type: none"> • Call for help/ emergency services • DRABC 2. E.g. acting immediately when realising that somebody in a boxercise class has swallowed their tongue. Should be a reference to the decision-making process (assess) 3. Understanding and knowing how to use the following first aid skills and techniques: <ul style="list-style-type: none"> • Administering first aid to an unconscious person/ seizure • Administering CPR • Administer first aid to somebody who is choking • Administer first aid to somebody who is wounded/bleeding • Administering first aid to somebody suffering from shock • How to provide first aid to minor injuries/any other injury 4. E.g. Administering CPR to a client who has suffered a cardiac arrest during an aqua-aerobics class. e.g. placing someone who is unconscious but breathing into the recovery position 5. The importance of preventing cross-infection (to minimise risk to the patient). <ul style="list-style-type: none"> • Wearing disposable gloves • Washing hands after first aid • Covering exposed cuts etc. with plasters/dressings 6. E.g. using gloves to treat an open wound on a patient who has cut their foot on a swimming pool tile to avoid coming into contact with blood. 7. Knowing how to use the equipment in the first aid kit properly 	8	<p>Award marks for describing the content included on the EFAW course.</p> <p>Look to credit examples that relate to Richard's occupation</p> <p>Level 3 (7-8 marks) A comprehensive answer</p> <ul style="list-style-type: none"> • Detailed knowledge and understanding • Effective analysis/evaluation and/or discussion/explanation/development • Clear and consistent practical application of knowledge • Accurate use of technical and specialist vocabulary • High standard of written communication <p>At Level 3 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Detailed explanation of the EFAW course content • Terminology which implies an understanding of EFAW • Application to the context of a sporting environment will be detailed • Several points to be developed and/or exemplified • Detailed examples of the use of EFAW content

Question	Answer	Marks	Guidance
12*	<p>8. E.g. applying plasters to small cuts E.g. using a bandage/ sterile dressing to apply pressure/ compression E.g. using a triangular bandage as a sling (Accept e.gs linked to: sterile plasters, eye pads, safety pins, wound dressings, gloves, defibrillator)</p> <p>9 Knowing how to use any available equipment to administer first aid/noting that this could cause infection as it won't be sterile.</p> <p>10 E.g. Using a jumper to compress an open wound and to apply pressure after a client in an outdoor HIIT session caught their arm on a sharp stone when rolling over after planking.</p> <p>11 The need to record incidents and actions/use of accident book/legal requirement</p> <ul style="list-style-type: none"> • Record personal details (name, age etc) • Nature of the accident • Treatment that was given • Date/ time/ signature <p>12 E.g. After dealing with somebody who has twisted their ankle during an aerobics session, Richard would complete the accident book/describe details of info entered into the accident book.</p>		<p>Level 2 (4-6 marks) A competent answer</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding • Analysis/evaluation and/or discussion/explanation/development attempted with some success • Some success in practical application of knowledge • Technical and specialist vocabulary used with some accuracy • Written communication generally fluent with few errors <p>At Level 2 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Satisfactory explanation of the EFAW course content • Attempts to use terminology which implies an understanding of EFAW content • Application to the context of EFAW in a sporting environment may be more vague • Not all points are developed and/or exemplified <p>Level 1 (1-3 marks) A limited answer</p> <ul style="list-style-type: none"> • Basic knowledge and understanding • Little or no attempt to analyse/evaluate and/or discuss/explain/develop • Little or no attempt at practical application of knowledge

Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> • Technical and specialist vocabulary used with limited success • Written communication lacks fluency and there will be errors, some of which may be intrusive <p>At Level 1 responses are likely to include:</p> <ul style="list-style-type: none"> • Basic knowledge of the EFAW course content • More descriptive than explanatory, and basic if any terminology, showing a limited understanding of EFAW content • Little application to the context of EFAW in a sporting context. • Few if any developed and/or exemplified points
13	(a)		<ol style="list-style-type: none"> 1. React calmly and allow the individual to feel at ease 2. Listen 3. Don't ask leading questions 4. Reassure that it is right to tell 5. Take what the child says seriously 6. Explain that the conversation will need to be shared with appropriate person (who can help/act) but otherwise will be confidential 7. Make a record of the conversation ASAP/ within 48 hours 8. Clarify understanding of what is being disclosed 	4	

Question	Answer	Marks	Guidance
13 (b)	<p><u>Child Protection in Sport Unit</u></p> <ol style="list-style-type: none"> 1 To help minimise the risk to young people during activities 2 To provide expert advice about safeguarding 3 To provide sport-specific training/resources/guidance/ templates 4 Enable sports organisations to lead the way in keeping children safe from harm <p><u>Social Services</u></p> <ol style="list-style-type: none"> 5 Providing social workers (to give appropriate warnings/information about individuals) 6 To be a point of contact to deal with for child protection issues 7. Work with police to keep children safe <p><u>NSPCC</u></p> <ol style="list-style-type: none"> 8 Provide advice and support to children via a helpline 9 Works in schools to help raise awareness/ give children confidence to speak out 10 Provides support to parents to cope <p><u>NGBs</u></p> <ol style="list-style-type: none"> 11 To provide info about the specific child protection issues for the particular NGB 12 To make people aware of the individual differences for a particular activity. E.g. the guidelines for swimming are different to other activities 13 To help organisations to stay up-to-date with regulatory changes for safeguarding 14. Provide training/ safeguarding policies/ templates <p><u>NHS</u></p> <ol style="list-style-type: none"> 15 Investigate/treat injuries or illnesses which result from safeguarding issues 16 Provide or refer to specialist help (e.g. counselling) 	4	<p>Submax 2 marks for each organisation.</p> <p>Must refer to an organisation in order to gain mark as question says how two organisations.</p>

Question		Answer	Marks	Guidance
		<p>4. Allows trends/ patterns to be identified.</p> <p>5. Informs staff training</p> <p><u>6. RIDDOR</u></p> <p>7 Must be used for reporting accidents/ill health at work</p> <p>8 Certain incidents must be recorded- death in the workplace/injuries involving incapacitation for more than 7 days/injuries involving non-workers which lead to hospital treatment</p> <p><u>9. Fire Log</u></p> <p>10 Must be used to record all tests/checks carried out (including equipment checks)</p> <p>11 Must have details of all fire drills carried out</p> <p>12 Must detail all staff fire training records</p>		Accept any suitable examples
15	(a)	<p>1 To prevent accidents/harm/injuries</p> <p>2 To ensure that equipment is maintained/working</p> <p>3 To protect staff and customers</p> <p>4 To decrease the risk of litigation/being sued/lawsuits</p> <p>5 To increase the life-span/longevity of equipment (by having up-to-date maintenance records)</p> <p>6 To be aware of when routine checks/servicing is due</p> <p>7 Legal responsibility</p>	4	<u>Do not</u> award credit for service/maintenance records
15	(b)	<p>1 Risk assessment forms/templates/documentation</p> <p>2 Incident/accident report forms</p> <p>3 Emergency evacuation plan</p> <p>4 Normal Operating Procedures</p> <p>5. RIDDOR</p> <p>6. COSHH</p> <p>7. Manual handling</p> <p>8. Fire log</p>	3	Accept any suitable examples

Question			Answer	Marks	Guidance
15	(c)	(i)	<ol style="list-style-type: none"> 1. Ethical 2. Maltreatment 3. Protect 4. Equal 	4	<ul style="list-style-type: none"> • legal and ethical responsibilities when leading activities • addressing potential areas of maltreatment • how to protect children and vulnerable adults • equal treatment of special population groups
		(ii)	<ol style="list-style-type: none"> 1. Under-16s/ children 2. Over 50s/ elderly 3. Disabled 4. Ante-natal 5. Post natal 6. Gender 7. Ethnicity 8. Religion/cultural 9. Vulnerable adults 	1	

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