

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 January 2021

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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

Question		Answer	Marks	Guidance
1		(a) False (b) False (c) True	3	
2		1. Environmental 2. Chemical 3. Biological	3	
3		1. Safety glasses/ goggles 2. High-visibility clothing 3. Protective gloves 4. (Latex/ disposable/ rubber) gloves 5. Face mask 6. Helmets	2	Accept other suitable examples (overshoes, earplugs, aprons, gripped shoes)
4		1. Generic 2. Dynamic 3. Site specific	1	
5		1. So that staff know who to disclose to /raise concerns to 2. Somebody to monitor staff training/ ensure staff have safeguarding training 3. To ensure safeguarding policies are up to date 4. A link to external bodies (e.g. police/social services) 5. Ensure that centre/ staff are following safeguarding processes 6. Because there may be large numbers of people from special population groups using the centre therefore safeguarding is particularly relevant 7. Legal requirement	2	Accept any other suitable examples
6		1. Apply pressure/compression 2. Raise/elevate the affected limb 3. Apply a sterile dressing/bandage 4. Do not remove anything embedded in the wound 5. Call for help/ambulance/999	1	Accept any other suitable examples

Question	Answer	Marks	Guidance
7	<ol style="list-style-type: none"> 1. Swimming pool 2. Changing rooms 3. Cleaning cupboard 4. Café area 5. Gym 6. Sports hall 7. Communal area e.g. reception 	2	Accept any suitable examples
8	<ol style="list-style-type: none"> 1. Adviser 2. Counsellor 3. Demonstrator 4. Educator 5. Facilitator 6. Fact finder 7. Instructor/ teacher/ leader 8. Motivator 9. Mentor 10. Planner 11. Role model 12. Supporter 13. Trainer 	3	<p>3 x synoptic marks for applying knowledge from Unit 2 LO1 (Roles and responsibilities of sports coaches & activity leaders)</p> <p>Accept other suitable examples</p>
9	<ol style="list-style-type: none"> 1. Under 16s / adolescents / young children 2. Disabled 3. Antenatal / Postnatal 4. Over 50s / older adults 5. Vulnerable adults 6. Specific cultural groups 7. Medical referral 	2	

Question	Answer	Marks	Guidance
10	<ol style="list-style-type: none">1. A suitably stocked first aid kit2. An appointed person to take charge of first aid3. Information for employees about first aid arrangements4. Carry out a needs assessment5. Ensure staff training is up to date6. Ensure maintenance and service records are up to date / being carried out	1	

Question		Answer	Marks	Guidance
11	(a)	<p>1 Membership</p> <p>2 Can ensure that members are aware of rules around photos/use of phones</p> <p>3 Allows some control of who is uses/is in the facilities.</p> <p>4 Can remove membership from anyone who breaks the rules.</p> <p>5 CCTV</p> <p>6 Can check if there has been an issue with people taking images</p> <p>7 Person breaking the rules/taking images may be able to be identified</p> <p>8 Evidence can be passed to authorities if there are concerns</p> <p>9 Acts as a deterrent</p> <p>10 Vetting</p> <p>11 Ensure that everybody is considered safe/appropriate to work with young people</p> <p>12 Make sure that all staff are aware of the rules so that they obey and enforce them</p> <p>13 Staff monitoring the facility</p> <p>14 Staff being present around the site to make sure members are following the rules</p> <p>15 Staff should stop people taking photos</p> <p>14 Valuables storage / lockers</p> <p>15 Need somewhere for people to put phones/cameras if rules to be enforced</p> <p>16 Ban phones</p> <p>17 Phones banned in most areas of the facility e.g. changing rooms, gym, sports hall then people can't take photographs</p>	4	<p>Accept any suitable explanations or examples</p> <p>2 marks max for valid security procedures (bold)</p> <p>1 mark for each suitable explanation/example linked to the security procedure identified</p>

Question		Answer	Marks	Guidance
11	(b)	<ol style="list-style-type: none"> 1. Identify what is currently known about the incident e.g. when did it happen 2. Check CCTV 3. Find out if anyone involved is still in the leisure centre 4. Speak to the person suspected if they are still there; find out their side 5. Inform the safeguarding lead at the centre and any other relevant staff 6. Investigate what evidence may exist 7. Reporting any findings to the authorities/police/ call 999 8. Speak to affected individuals/groups/parents/carers 9. Complete an incident report form 10. Suspend the membership of the person suspected if there are reasonable grounds to until situation is concluded 	4	<p>Accept any suitable examples e.g. speak to person who has reported it</p> <p>Maximum of one mark to be given per step.</p>

Question		Answer	Marks	Guidance
12	(a)	<ol style="list-style-type: none"> 1. (Twenty individually wrapped) sterile plasters 2. (Two) sterile eye pads 3. (Six) safety pins 4. (Two large individually wrapped) sterile (unmedicated) wound dressings 5. (At least 3 pairs of) disposable gloves 	4	
12	(b)	<p><u>Triangular bandage</u></p> <ol style="list-style-type: none"> 1 Used to support/ immobilise a suspected injured/broken shoulder 2 For making a sling to support a broken arm) 3 To wrap around a head injury 4 To support a sprained ankle 5 As a tourniquet 6 As a tie for a splint 7 To secure a dressing in place 8 Pad to control bleeding <p><u>Sterile wound dressings</u></p> <ol style="list-style-type: none"> 9 To cover/ prevent further bleeding from a cut/ wound 10 To prevent infection 11 To allow a casualty to be moved more easily/prevent further harm 12 To add pressure to a wound 	4	<p>Accept either identification of an appropriate injury or the way the equipment would be used.</p> <p>Accept other suitable examples</p>

Question	Answer	Marks	Guidance
13*	<p><u>Steps he might have taken to prepare for such a situation</u></p> <ol style="list-style-type: none"> 1 Staff training 2 Making sure that there is a fire officer and ensuring that they are adequately trained. 3 Ensuring that there are enough trained first aiders in the centre at any time and allocate them effectively during an emergency. 4 Instructing lifeguards to evacuate all poolside areas during an emergency. 5 Getting reception staff to understand/follow protocol for contacting emergency services 6 Clear signage 7 Making sure fire exits are located in all places/ clear/ disabled exit 8 Have an emergency action plan (EAP) in place <p><u>What he should do during the emergency</u></p> <ol style="list-style-type: none"> 9 Remain calm 10 Oversee evacuation e.g. ask receptionist to call 999 11 Coordinating staff and making sure that all roles/jobs are being filled/ communicating with staff 12 Take on appropriate roles as needed, (E.g. if somebody is missing/dealing with a first aid issue) 13 Coordinating staff during an emergency (making sure that each person has carried out their role) 14 Make sure a register is taken to account for everyone (staff and customers) 15 Report anyone missing to the emergency services 16 Coordinating emergency services (E.g. enabling access to all areas/providing key information about the building/users/providing refreshments & resources/being the single point of contact). 	8	<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 are likely to include:</p> <ul style="list-style-type: none"> • Detailed explanation of the managers roles, before, during and after the emergency. • Terminology which implies an understanding of the roles and responsibilities • Several points to be developed and/or exemplified <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/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

Question	Answer	Marks	Guidance
	<p>17 Make sure no one re-enters the building until safe to do so</p> <p>18 Make contact to parents/guardians/next of kin if necessary (particularly in case of injury/need for medical treatment)</p> <p>19 Set up an emergency zone/cordon. Make sure that only authorised people can access specific areas.</p> <p>20 Give access to CCTV to the emergency services</p> <p><u>What he should do after the emergency is over</u></p> <p>21 Completing RIDDOR forms (make sure that forms are completed accurately and submitted in good time)</p> <p>22 Complete accident/incident forms so that an accurate record is established</p> <p>23 Review EAP</p> <p>24 Review staff training/ develop staff training</p> <p>25 Put in place any updated security/ safety measures</p> <p>26 Update risk assessments</p> <p>27 Speak to press and issue press release (ensure that nobody else does this to maintain accuracy)</p>		<p>At Level 2 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Satisfactory explanation of the managers roles of all three phases or good explanation of two phases. • Terminology which implies some understanding of the roles and responsibilities • 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 • 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 <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Basic knowledge of some of the responses a manager may give before, during or after an emergency • More descriptive than explanatory, and terminology which implies an understanding of the roles and responsibilities • Few if any developed and/or exemplified points

Question		Answer	Marks	Guidance
14	(a)	<ol style="list-style-type: none"> 1. Reduce the risk of injury 2. Increase heart rate 3. Increase breathing rate 4. Increase the range of movement at a joint/ increased flexibility 5. Increase the blood flow to muscles 6. Increase muscle/body temperature 7. Allows sufficient mental preparation 	4	4 x synoptic marks for applying knowledge from Unit 1, 1.8 (Body Systems)
14	(b)	<ol style="list-style-type: none"> 1. Name calling/teasing/bullying/humiliating somebody 2. Placing additional pressure on somebody (to perform) 3. Social media/cyber bullying (E.g. taking photos of undressing) 4. Ignoring/isolating individuals/leaving someone out/sub-groups/cliques 5. Scaring somebody 6. Making someone do dares/initiations 7. Intimidating or threatening individuals 8. Denial of choice 9. Discrimination based on race or religion 	2	Accept exemplified versions of answers
14	(c)	<ol style="list-style-type: none"> 1. Unsafe equipment 2. Lack of supervision 3. Not checking for hazards/dangers in the playing area 4. Not applying rules / allowing dangerous play 5. Allowing someone to perform an advanced skill they are not capable of (e.g. somersault in trampolining) 6. Not using appropriate mechanical guidance 7. Ignoring medical or physical needs of participants e.g.no breaks for food or drink, performing to exhaustion, not accounting for disability 8. Withholding medication/nutrition during a session. 9. 9 Not receiving appropriate care after an injury. 		

Question		Answer	Marks	Guidance
15	(a)	<p>Dropped bottle</p> <ol style="list-style-type: none"> 1 Cuts/lacerations/risk of infection 2 Don't allow class to continue until area has been thoroughly cleaned/cleared/put cones around the area/ 3 Sweep up broken glass /Don't allow glass bottles into the hall in future <p>Inappropriate footwear</p> <ol style="list-style-type: none"> 4 Students could twist ankle/injure themselves/ slip/ trip 5 Remind pupils to tighten laces/secure footwear/ check class has appropriate footwear on. 6 Issue guidance on appropriate footwear to all students/parents <p>Attempting somersaults</p> <ol style="list-style-type: none"> 7 Risk of serious injury/concussion/broken limbs 8 Don't allow such manoeuvres without direct supervision/safety equipment 9 Give clear instructions/ safety guidelines 10 More staff/ helpers to assist/ supervise 	8	Accept other suitable examples.

Question		Answer	Marks	Guidance
15	(b)	<p><u>Effective recruitment and selection of staff</u></p> <ol style="list-style-type: none"> 1 Conducting appropriate background checks/ DBS) 2 Checking past employment records/references 3 Rigorous interview process <p><u>Effective training and support for staff</u></p> <ol style="list-style-type: none"> 4 Providing regular safeguarding training 5 Having an appropriate new staff induction programme 6 Ensure that everyone is aware of policies procedures/make policies available <p><u>Having clear lines of accountability</u></p> <ol style="list-style-type: none"> 7 Have a designated safeguarding lead 8 Ensure that all staff know who the safeguarding lead is 9 Make it easy for staff to disclose/whistle blow 10 Ensuring all staff know their individual role in safeguarding 	6	Accept other suitable examples.
15	(c)	<ol style="list-style-type: none"> 1. Accidents - e.g. neck injury caused by falling after performing a leap 2. Fire - e.g. as a result of a faulty mains-powered speaker. 3. Missing person - e.g. someone leaves class to go to toilet but does not return 4. Chemical or gas leak - e.g. cleaning materials leak onto dance floor and cause potential hazard 5. Power cuts - e.g. lights suddenly fail during complex movements which could lead to injury 6. Suspected bomb - e.g. parcel could be posted in a vindictive act / bag could be left in dance room and treated as suspicious package 	4	Must describe to gain mark

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