

Cambridge Technicals Sport

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

Level 3 Cambridge Technical in Sport and Physical Activity
05828, 05829 & 05872

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionAward 0 marks - for an attempt that earns no credit (including copying out the question)

Note: There is not a NR (No Response) option on the online mark sheet; these would need to be recorded as 0 (zero) still on the online mark sheet.

8. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

9. **Annotations** used by examinersMultiple 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			3	
2		Reporting of injuries, diseases and dangerous occurrences regulations	1	
3		<ol style="list-style-type: none"> 1 A death in the workplace (staff or customer) 2 Work-related injuries resulting in at least 7 days' absence for staff 3 Broken limbs (note: not fingers/thumbs/toes) 4 Head injuries/loss of consciousness 5 Amputations 6 Injury that results in loss of sight 7 Serious burns (covers more than 10% of body) 8 Serious injuries to a non-worker (customer) that results in hospitalisation 9 If there is a serious incident (E.g., an explosion or fire resulting in closure longer than 24 hours) 	2	Pts 2- 7 are related to workers.

Question	Answer	Marks	Guidance
4	<ol style="list-style-type: none"> 1 HSE First Aid at Work (accept other examples of HSE legislation such as Public Liability Insurance / Fire regulations) 2 Equality Act (2010)/ Disability discrimination act 3 Data Protection Act (1998) 4 DBS 5 COSHH (2002) 6 Manual Handling 7 PPE at work regulations. 	3	<p>Dates not required to award marks Not just HSE Not – RA/ fire logs</p>
5	<ol style="list-style-type: none"> 1 DBS / vetting of new staff/ effective recruitment 2 Have a safeguarding lead 3 Regular staff training on safeguarding/ staff training on recognising signs of abuse and what to do 4 Staff aware of procedure to report issues/ report any concerns to lead safeguarding officer/ clear lines of accountability 5 Safeguarding lead to establish links with local organisations e.g. social services 6 Membership/ signing in/ visitor identification at the entrance of facility to ensure that a ‘stranger’ can’t just walk in 7 Adhering to legislation. 8 Correct ratios / avoid one on one 	3	<p>Synoptic question – Unit 2, 5.4</p>

Question		Answer	Marks	Guidance
6		1 Amount of equipment is suitable for the needs of the planned session / number of participants 2 Being set up ready for the session before participants arrive 3 Size of equipment is suitable for the participants 4 Type of equipment is suitable for the participants 5 Ensure the equipment is in good working order prior to the session (E.g. pumping up balls / reporting damaged equipment) 6 Ensure that participants are aware of how to utilise the equipment safely 7 Risk assess equipment to be used in the session 8 Clean/ sanitise the equipment before the session	4	Synoptic question – Unit 2, 5.1
7		Delay / Time being lost or wasted / worsening	1	
8		Assess / check / survey / consider / evaluate	1	
9		Harmful / dangerous / negative / incorrect	1	
10		Disposable gloves / nitrile gloves	1	

Question		Answer		Marks	Guidance
11	(a)	<p>Six medium-sized, individually wrapped, sterile, unmedicated wound dressings</p>	<p>Eight safety pins</p>	Two sterile eye pads	
		<p>Leaflet giving general guidance on first aid</p>	<p>An individually wrapped triangular bandage, preferably sterile</p>	Two large wound dressings	

Question		Answer	Marks	Guidance
11	(b)	<p>Physical</p> <ol style="list-style-type: none"> 1 Hitting/ punching/ slapping/ shaking/ pushing/ throwing/pinching 2 Overtraining 3 Deliberately drowning 4 Inflicting harm e.g. burning, cutting <p>Emotional</p> <ol style="list-style-type: none"> 5 Bullying/ name calling/ teasing/ humiliating/ shouting at. 6 Social media/ cyber bullying 7 Pressure to perform 8 Dares/initiations 9 Ignoring/ isolating someone/excluding 10 Intimidation/ threatening 11 Denial of choice 12 Discrimination based on race or religion 13 Parents saying they don't love their child 	4	<p>Accept any suitable examples</p> <p>Only accept two examples of each</p>
11	(c)	<ol style="list-style-type: none"> 1 React calmly / don't scare the child/ talk to the child calmly 2 Take what they say seriously 3 Avoid asking leading questions 4 Explain that concerns may have to be shared with somebody who can act or don't promise confidentiality 5 Talk to others who know the child 6 Clarify understanding of what is being disclosed. 7 Reassure the child that they are right to tell/ disclose 8 Report to the appropriate person/seek advice (safeguarding officer/ manager) in the centre 9 Report to appropriate authorities/seek advice (e.g. social services, police) 10 Write a report within 48 hours of the disclosure 11 Monitor for signs of abuse 	3	

Question	Answer	Marks	Guidance
12*	<ol style="list-style-type: none"> 1 DBS/ vetting of staff to ensure appropriate to work with children 2 Staff have the right qualifications to ensure teaching/ coaching properly <ul style="list-style-type: none"> • Know up to date techniques/ changes in guidelines 3 Have EAPs and NOPs in place <ul style="list-style-type: none"> • Check fire exits are clear • Check fire equipment is working e.g test alarm 4 Staff training is up to date so staff know EAPs/ NOPs <ul style="list-style-type: none"> • Would know what to do in an emergency situation • Have regular safeguarding training. 5 Check maintenance and service records are up to date <ul style="list-style-type: none"> • Making sure equipment is checked at regular service intervals. 6 Plan safe and appropriate sessions for his participants. <ul style="list-style-type: none"> • Appropriate activities • Equipment the suitable for age and ability • Follows NGB guidelines for the participant's age 7 Check equipment is safe before use 8 Check playing area is safe before use <ul style="list-style-type: none"> • E.g. no liquids spilled on the floor 9 Make sure risk assessments are completed <ul style="list-style-type: none"> • And updated • Control measures put in place. 10 Ensure first aid provision <ul style="list-style-type: none"> • Enough first aid qualified staff • Access to first aid box • Ensure box is restocked • Reporting first aid incidents and looking for trends in order to avoid future incidents 11 Ensure appropriate staff ratios 12 Ensure staff and participants have adequate breaks for drinks/ food. 	8	<p>Level 3 (7-8 marks) A comprehensive answer</p> <ul style="list-style-type: none"> • Detailed knowledge and understanding • Effective explanation and discussion/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 how Jasper keeps both his staff and centre users safe. • A range of well-developed responses covering different aspects of safety, e.g. planning, delivery, following legislation. • Technical language used throughout. • Examples given to support points. <p>Level 2 (4-6 marks) A competent answer</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding • Some explanation and discussion 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>13 Make sure people register/ sign in/ swipe membership card to ensure only 'allowed' people enter the building</p> <ul style="list-style-type: none"> • Helps check if anyone missing in case of emergency situation <p>14 Ensure meet requirements of Equality Act (2012) in terms of ensuring everyone has access to facilities everyone is treated fairly</p> <ul style="list-style-type: none"> • Adapting activities for special groups where possible <p>15 Meeting duty of care for participants</p> <ul style="list-style-type: none"> • Ensuring special population groups are safe <p>16 CCTV to monitor what is going on in the leisure centre and act as a deterrent to anybody thinking of breaking any leisure centre rules.</p> <p>17 Safeguarding</p> <ul style="list-style-type: none"> • Ensure policies and procedures are in place • Staff have safeguarding training • Understand how to protect themselves from allegations e.g. don't be left one on one with a child. <p>18 Data Protection Act</p> <ul style="list-style-type: none"> • Ensure that staff protect clients' details e.g. lock tills and computers. 		<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Some explanation of how Jasper keeps both his staff and centre users safe. • Some consideration of different aspects of safety, e.g. planning, delivery, following legislation. • Some use, or attempted use of technical language used throughout. • Examples given to support points. <p>Level 1 (1-3 marks) A limited answer</p> <ul style="list-style-type: none"> • Basic knowledge and understanding • Limited explanation and discussion attempted with some success • Limited success in practical application of knowledge • Limited technical and specialist vocabulary used with some accuracy • Points won't be developed or exemplified • Some knowledge of considerations for staff or participants <p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Basic explanation of how Jasper keeps either his staff or centre users safe. • Limited range of points covered with few if any developments. • Few examples given

Question		Answer	Marks	Guidance
13	(a)	<ol style="list-style-type: none"> 1 Drowning / struggling to swim 2 Someone gets into difficulty in the deep end / during the wave machine and looks like they might sink/drown 3 Slipping 4 Someone runs along the pool side and slips, landing on the hard floor and injuring themselves 5 Falling on the slide 6 A pool user could fall at the top of stairs to a slide and cut their head 7 Collision 8 Two people could collide when swimming in the pool / in the wave machine / at the end of the slide, causing injury 9 (Reaction to) chemicals 10 Chemical level could be too high or someone could be allergic, causing reaction linked to eyes / skin / breathing 11 Diving/jumping 12 Diving into shallow water and hitting the pool floor / jumping into water that isn't deep enough, causing injury 	6	<p>1 x mark for each valid accident (odd number points)</p> <p>1 x mark for each suitable example (even number points)</p> <p>Descriptions/examples need to relate to the scenario and should carry sufficient detail to gain a mark, not just repeat the identification of the accident.</p>
13	(b)	<ol style="list-style-type: none"> 1 Date/time of incident 2 Date/time of report 3 Name of injured person 4 Date of birth/age 5 Contact details/address/phone number 6 Details of injury sustained 7 Action taken / treatment given/first aid given 8 Description of incident 9 Location of incident 10 Witness details 11 Name of member of staff completing report 12 Signature/s of staff 13 Name / signature of manager / supervisor 	5	

Question		Answer	Marks	Guidance
13	(c)	<ol style="list-style-type: none"> 1 Ask them: 'Are you choking?' 2 Encourage them to cough. 3 If coughing doesn't work, help the casualty bend forward. 4 Use the heel of your hand to give up to five sharp back blows between their shoulder blades. 5 Check their mouth to see if there's anything in there and, if there is, get them to pick it out 6 If back blows don't work, give up to five abdominal thrusts. 7 Heimlich manoeuvre / Stand behind them. Link your hands between their tummy button and the bottom of their chest, with your lower hand clenched in a fist. Pull sharply inwards and upwards. 8 If they're still choking, repeat back blows and abdominal thrusts 9 If they're still choking after you've repeated these steps three times, call 999 10 If they lose consciousness at any stage, open their airway and check their breathing. 11 If they're not breathing, start chest compressions and rescue breaths (CPR - cardiopulmonary resuscitation) 	5	Points need to be in order. Steps can be missed.
14	(a)	<ol style="list-style-type: none"> 1 Identifying risk (highlight things that can cause harm to staff or customers) 2 Identifying those at risk (stating who can be harmed and the chance that someone can be harmed by the hazard) 3 Record findings and implement them (complete the risk assessment paperwork and put control measures into place) 4 Monitor/Review and update assessment (Repeat risk assessment at regular intervals to assess the changes over time) 	4	Answers must be exemplified for mark to be awarded

Question			Answer	Marks	Guidance
14	(b)		<ol style="list-style-type: none"> 1 Ensure that the floor surface is clean/clear prior to use/clean up any spillages 2 Bring spare yoga mats along (in case people don't have them) 3 Encourage users to wear appropriate footwear/clothing according to the surface 4 Removing any bulky items which may cause harm to users, (E.g. chairs / benches)/ Remove any unwanted equipment. 5 Move to an alternative venue (if there is a significant problem with the current one – E.g. a leaking roof) 6 Have an additional instructor (if there are lots of beginners who might need additional support) 7 Pitching/planning sessions at the correct ability level for the groups. 8 Spread participants/mats out to minimise risk of collisions. 9 Check for faulty equipment 10 Remove Jewellery 11 Use signage 12 Ensure the participants take part in a warm up 13 Ensure fire exits are clear/fire evacuation procedures are in place 14 Have a max class size to stop overcrowding 	4	<p>Accept other suitable examples</p> <p>NOT - Risk assessment – sentence stem.</p>
14	(c)	<ol style="list-style-type: none"> (i) False (ii) True (iii) True 		3	

Question	Answer	Marks	Guidance
15	1 Stay calm/ stop the session. 2 Raise the alarm 3 Contact emergency services / instruct somebody else to do so 4 Evacuate the area 5 Consider the needs of special population groups (disabled/children/elderly) 6 Direct customers to emergency exits 7 Direct customers to a meeting / assembly point 8 Do not allow customers to re-enter the building until emergency services state it is safe to do so 9 Liaise with the manager/receptionist/head coach 10 Take register/head count 11 Notify manager if anyone is missing.	5	Accept any suitable answers

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