

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 4 Summer 2023 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Unit 4 series overview

The candidates answered this paper well, demonstrating good knowledge and understanding. It appeared a more accessible paper than in previous series, with questions being more explicit about what was being asked, more examples/structured questions for candidates to build from or some easier questions such as types of emergencies and examples of emergency services. Both Section A and B were completed generally very well. The extended response question appeared to be much more accessible than in previous series and candidates showed an improved response with more candidates giving several developments before moving on to their next point. COSHH proved to be an area with weaker responses, as did the contents of a first aid kit.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • used the space provided/gave a response in all answer spaces even if they just guessed • showed a good range of knowledge about how different job roles would respond if a fire occurred • knew key terminology like COSHH, RIDDOR and Data Protection Act • understood how COSHH would impact on a sports centre • knew the contents of a first aid kit and were able to use the correct terminology, e.g. disposable gloves and sterile plasters. 	<ul style="list-style-type: none"> • left answer spaces blank • did not attempt true or false questions • did not refer to any staff roles for Q13 (extended response) and just talked generically about an evacuation • did not know key terminology, e.g. COSHH, RIDDOR, Data Protection Act • did not know what COSHH was or how it would apply to a sports centre • were not able to name the required contents of a first aid, e.g. wipes, scissors or used vague terms like gloves and bandages.

Section A overview

This was generally well answered, with candidates showing good knowledge across the questions. Legislation and document contents were weaker areas and centres could still help candidates by encouraging them, practising with them to identify the context of the question, e.g., hazard or emergency.

Question 1

1 Identify the **three** emergency services.

1

2

3

[3]

This was very well answered although there were still some candidates that either were not able to name three, or did not know what emergency services were and answered things like NGB and DBS.

Question 2

2 Select **one** way in which staff can protect themselves from allegations of abuse.

Put a tick (✓) next to the **one** correct answer.

A Avoiding 1:1 situations

B Carrying out risk assessments

C Having a DBS

D Having an up-to-date first aid qualification

[1]

Most candidates were able to select the correct response, which was A. The most common incorrect response was C.

Question 3

3 Explain **two** benefits of having a membership system to help ensure safety of staff and customers in a sports centre.

1

.....

.....

2

.....

.....

[2]

Again, this was well answered with candidates showing a good awareness of monitoring/controlling who is in the building and having emergency contact details. Some candidates discussed if the company has membership, then it's better for the company and would make more money, which was not relevant to the question focus of ensuring safety.

Question 4

4 For each of the following health and safety documents, give **one** piece of information it would contain.

An example is done for you.

Accident form	Details of treatment given
Risk Assessment Form	
Evacuation procedure/ EAP	

[2]

This showed a mixed response. Some candidates were very vague, others were very clear and specific in their responses and others clearly didn't know what the documents were.

Vague responses included how to evacuate, procedure for evacuation and assessment of risk.

Specific responses included severity of risk, who would be harmed, control measures and location of meeting points.

Responses, which showed a lack of knowledge included where the fire was, generic, dynamic, who was hurt. These responses showed a lack of understanding of what these documents refer to.

Question 5

5 Give **one** example of a psychological hazard, and **one** example of a chemical hazard that could occur in a leisure centre.

Psychological hazard:

Chemical hazard:

[2]

Psychological hazard was not well answered whereas chemical hazard was much better. Candidates were not clear on what a psychological hazard were in the majority of cases, however if candidates knew it fatigue and stress were the most common responses.

Misconception



Candidates must be aware of the difference between a chemical hazard and an emergency situation. A chemical or gas leak is classed as an emergency situation. An example of a chemical hazard is a spillage of cleaning chemicals or cleaning materials left out.

Question 6 (i)

6 For each of the following statements identify which health and safety legislation they refer to:

- (i) personal information being stored securely and only kept for a set period of time.

Legislation: **[1]**

This was generally well answered with Data Protection Act. There was no common theme to the incorrect responses where candidates put things like DBS or just any guess using the words 'data or information'.

Question 6 (ii)

- (ii) provide access to the facility for everyone.

Legislation: **[1]**

Again, this was generally well answered with many candidates answering the Equality Act, or Disability Discrimination Act (which is the older legislation that was replaced with the Equality Act).

Question 7

7 Suggest **two** ways a sports centre could minimise the risk of accidents happening in the changing rooms.

1

.....

2

.....

[2]

This question gained a wide range of responses with the most common being linked to cleaning, staff checking the changing rooms and risk assessments.

Centres could help candidates avoid responding with 'build bigger changing rooms' or 'make the rooms bigger', as this is not a realistic way that a sports centre could minimise risk.

Assessment for learning



Make sure candidates are aware of question context. A significant number of candidates answered about stopping cameras in changing rooms, not having mixed gender changing rooms, not allowing adults in the changing rooms, or having lockers to make sure items weren't stolen. The focus didn't need to be on child protection or security. The question was about safety and reducing accidents, so centres need to practice identifying the context of the question with candidates.

Question 8

8 Give **three** examples of how a lifeguard could minimise risk.

1

.....

2

.....

3

.....

[3]

The most common responses included checking chemical levels, making sure non swimmers were in a certain area/restricted from the deep end and not running by the pool. Sometimes, candidates gave responses about checking the changing rooms and carrying out risk assessments. These were not accepted as jobs that a lifeguard would carry out.

Question 9

9 What treatment would a first aider give to an unconscious casualty that isn't breathing?

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

This was very well answered with the most common response being CPR.

Question 10

10 A type of abuse a child could suffer is neglect.

Give **two** signs of neglect.

1

.....

2

.....

[2]

For the majority of candidates, this was very well answered with dirty clothes, being underweight and/or smelly and hungry as the most common answers. When candidates did not score 2 marks, it was either because they gave vague responses such as being quiet or gave signs of physical abuse such as bruises.

Section B overview

This was a well answered section, which appears to have been quite accessible to candidates. The extended response within Question 13 seemed to be a topic candidates felt confident writing about with many candidates giving a range of points. Safeguarding knowledge seems to have improved with most candidates being able to answer Question 13, which in the past has been a topic they have struggled with.

Question 11 (a)

11 A manager of a sports centre has a responsibility to ensure that COSHH regulations are adhered to.

(a) What does COSHH stand for?

..... [1]

There was a mixed response with some strong answers and some guesses.


Question 11 (b)

(b) In relation to COSHH, explain what measures should be put into place to ensure the safety of staff and the sports centre users.

.....
.....
.....
.....
.....
.....
..... [3]

This was not well answered. Some candidates were able to state points about storing chemicals safely and PPE but only a small percentage of candidates scored the full 3 marks.

Assessment for learning

 Centres need to make sure that as well as learning what COSHH stands for, candidates need to understand what it means in practice for a sports centre and how they can meet COSHH requirements.

Question 11 (c)

(c) RIDDOR is another example of health and safety legislation.

What does RIDDOR stand for?

..... [1]

This question gained a variety of responses, with guesses, part answers and complete answers.

Question 11 (d) (i), (ii) and (iii)

(d) For each of the following scenarios identify if a RIDDOR report would need to be completed.

Put a tick (✓) in the box next to the correct answer.

(i) A member of the public breaks their leg on the treadmill and must go to hospital.

True

False

(ii) A cook in the café becomes badly burnt when they spill boiling water down their arms and legs.

True

False

(iii) A customer slips on a wet floor in the changing rooms and sprains their ankle.

True

False

[3]

These were generally answered correctly, or if not, candidates tended to put true for all three questions.

Question 12 (a)*

12 Oakenfield Fitness Centre is a multi-sports facility with a swimming pool and gym.

A big fire breaks out and the centre has to be evacuated.

(a)* With reference to the different jobs within the centre, explain how each member of staff would carry out their roles and responsibilities to help deal with the emergency evacuation.

[8]

Compared to other extended response questions in previous series, candidates answered this well. Most candidates were able to identify a few jobs within the leisure centre and give some explanation about their roles and responsibilities when a fire started. Candidates gave longer responses than in previous series, which was good to see and adding more detail to show a developed understanding as opposed to just stating one point and moving on.

Some weaker responses just stated a range of responsibilities, giving a generic response that did not refer to different jobs within the centre, which the question had asked. Some other candidates gave quite a lot of detail about what the fire brigade would do once they arrived on the scene, which was not relevant as this is not a job within the centre.

Overall, candidates showed good knowledge and understanding of evacuation procedures.

Question 12 (b) (i)

(b) Other than disabled people, give an example of a group that is classed as a specific population. Explain why it is important to consider the needs of this specific population group in an emergency evacuation.

(i) Specific population group:

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

This was well answered with the majority of candidates saying elderly or children.

Question 12 (b) (ii)

(ii) Why it is important:

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

Responses to this question were quite vague. Many responses stated that older people don't move very fast. This isn't explaining why it is important to consider their needs.

Question 12 (c)

(c) Give **two** examples of how a disabled person's needs could be met in an emergency evacuation.

1
.....
2
..... [2]

This was well answered with many candidates saying ramps, lifts and staff helping them.

Question 12 (d)

(d) The fire safety officer at Oakenfield Fitness Centre keeps an up-to-date fire log.

Identify **two** checks that should be carried out and that are recorded in the fire log.

1

2

[2]

There was a mixed response to this question. Many candidates were able to identify two checks that would be carried out, covering most of the marks on the mark scheme. However, a significant percentage of candidates still thought a fire log was a record of the last fire that broke out, the cause of the fire and what happened, which is incorrect.

Misconception



A fire log is not a record of a fire that has occurred. It does not contain information about how a fire started, what happened, who was hurt, etc. A fire log is the checks carried out as routine safety checks to make sure things like fire doors are accessible/working, fire alarms work, fire drills have taken place, etc.

Question 12 (e)

(e) Other than a fire, give **two** other types of emergencies that could occur in the Oakenfield Fitness Centre multi-sports facility.

1

2

[2]

This was very well answered with almost all candidates scoring the full 2 marks.

Question 13 (a)

13 The following transcript is a record of the conversation between an assistant sports coach and a child in a gymnastic training squad.

Child: Can I speak to you about something privately?

Assistant coach: Yes, what's the matter?

Child: You promise you won't tell anyone? I don't know what to do.

Assistant coach: Yes, I promise, I won't tell anyone. What is wrong?

Child: The coach keeps telling me if I don't lose weight then I'll never be good enough to compete at national level. He says I'm fat. He says I have to train more. I said I have schoolwork and have to look after my sister, but he said if I am not at training every night, he will drop me from the team.

Assistant coach: (laughs) Really? This can't be true. Does he hit you too?

Child: No.

Assistant coach: Leave it with me, I'll speak to him. You are good enough and you don't need to lose weight. Don't worry about it.

(a) What type of abuse is the child saying has happened?

..... [1]

Many candidates were able to give the correct response of emotional abuse. Where candidates did not score marks, they gave responses of psychological, verbal or mental abuse.

Question 13 (b)

(b) According to safeguarding procedures, the assistant coach doesn't deal with the situation correctly.

Identify **two** things that the assistant coach should **not** have done when dealing with the child reporting abuse.

- 1
-
- 2
-

[2]

This was well answered with candidates showing good knowledge that the assistant coach should not have laughed, should not have spoken to the coach and should not have promised confidentiality. Points 1-4 of the mark scheme were all well covered, however point 5 was rarely stated.

Question 13 (c)

(c) State **two** people or organisations that the assistant coach should now report this situation to.

1

2

[2]

Many candidates scored the full 2 marks with common answers being police, NGB, parents and safeguarding lead. However, a very common incorrect response was the manager of the gym club.

Question 14 (a)

14 A first aider is called to an incident on a rugby pitch. Two rugby players have collided in a tackle. One of them has a cut above their eyebrow and is complaining of a sore shoulder which may be dislocated.

(a) Explain how the first aider would assess the situation and ensure the safety of the injured players.

1

.....

2

.....

3

.....

[3]

This question gained a mixed response. Some candidates repeated the question saying they would assess the first player, then the other player and finally, decide what to do. This didn't add any knowledge and was very vague.

Candidates who answered it well either:

- Followed the roles of the first aider thread and gave generic points about stopping play, checking for danger, preventing harmful intervention, etc, or
- Explained how they would treat the injuries, e.g. stop bleeding and apply plaster, sling for the dislocation and call an ambulance.

Question 15 (a)

15 A group of young sports leaders are planning to carry out tag rugby sessions for primary school children.

(a) Name and justify the type of risk assessment they should complete.

Type of risk assessment:

Justification:

.....

[2]

There were a big range of responses to this question. Some responses were linked to types of risk assessment, such as generic, site specific and dynamic, but some candidates focused on RIDDOR, DBS, and COSHH in their responses and did not demonstrate an understanding of the different types of risk assessment.

Question 15 (b)

(b) Before planning the sessions, the young leaders contacted the schools to find out information about the participants to ensure the sessions they planned were appropriate and safe.

Identify **three** pieces of information they should find out about the participants that will help them to plan safe and appropriate sessions.

1

2

3

[3]

Reading the questions carefully was key here and this was well answered with many candidates frequently giving age, gender, number of participants, fitness, ability and medical conditions. Weight was a reasonably common incorrect response as weight is not needed in order to help plan a session.

Weaker responses did not acknowledge that the questions included 'to help plan safe and appropriate sessions'. Information such as emergency contact information, who is picking them up, where they are going to deliver the sessions, would not inform planning and is not information about the participants, resulting in low marks.

Question 15 (c)

(c) Apart from slip and trip hazards, give **three** different examples of hazards that could occur in the sessions.

1

2

3

[3]

Weaker responses stated:

- Environmental, biological and chemical, which are types of hazards, not examples of hazards
- The outcome of a hazard, e.g., head injury or being hit on the head, which are outcomes, not examples of hazards.

When candidates scored well, it tended to be with responses like dog waste on the pitch, incorrect footwear, running into a goal post, etc.

Question 15 (d)

(d) Other than a risk assessment, suggest **four** steps the young leaders could take before and at the start of the sessions to minimise the risks and ensure the participants' safety.

1

.....

2

.....

3

.....

4

.....

[4]

This was well answered by the majority of candidates showing good understanding of how they could minimise risk. The most commonly given responses included carrying out a warmup, checking the playing area, checking clothing and asking about medical conditions.

Not reading the question fully or not following the context of the question resulted in low marks such as giving the steps of a risk assessment (when the question says 'other than a risk assessment'), or suggesting a cool down, which is at the end of a session when the question states 'before or at the start of the session'.

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