

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 2018

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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 21

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

Extended response - Question 21

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.

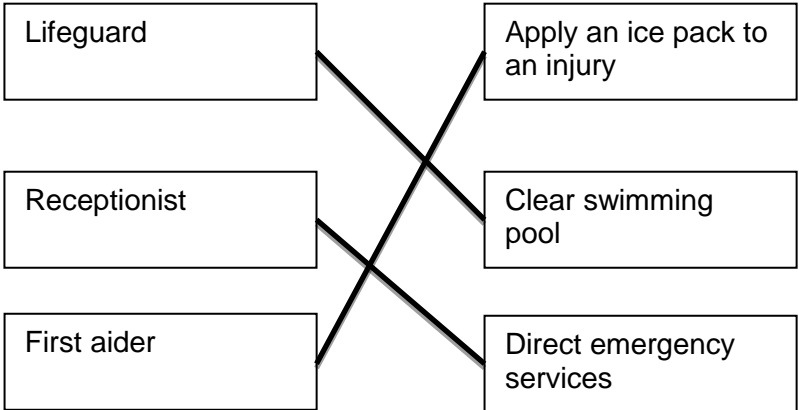
Und is used to indicate that a more developed or detailed point has been made (showing greater understanding).

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

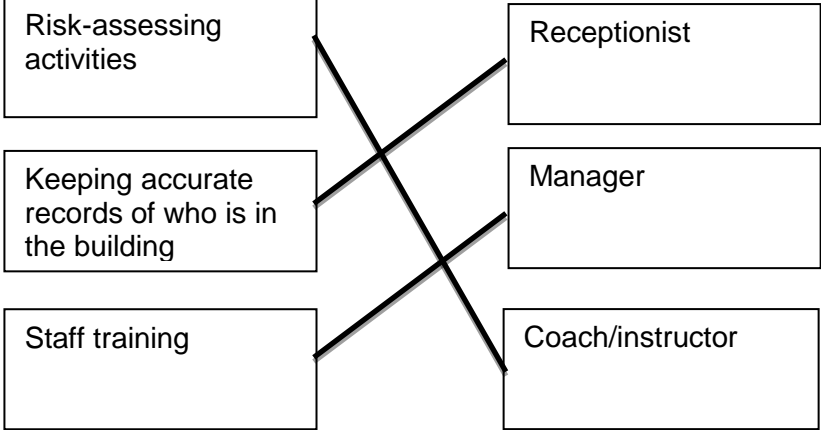
L1 = Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

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	(b) Evacuate the area	1	
2	1 Accident / serious injury 2 Tripping/slipping accident 3 Fire 4 Power cut 5 Chemical leak 6 Gas leak 7 Suspected bomb	3	Accept appropriate examples from a sport/activity for any type of emergency
3		3	

Question	Answer	Marks	Guidance
4	1 Processing requests for criminal records (DBS) checks 2 Deciding whether or not somebody is suitable to work with young people/vulnerable groups/ check if an individual has a criminal record 3 Placing people on the barred list 4 Removing people from the barred list 5 Providing DBS paperwork/providing forms 6 Protects young people and vulnerable groups	2	
5	(b) Ensuring that the information is kept secure	1	
6	1 Child Protection in Sport Unit or CPSU 2 Social Services 3 NGBs 4 NSPCC 5 Sport England/Wales/Northern Ireland 6 ChildLine	1	Accept any NGB Do not accept DBS
7	1 Needs assessment/ risk assessment 2 Appointed person to take charge of first aid requirements 3 Staff must have up to date first aid training. 4 Information for employees about first aid arrangements/ staff know first aid arrangements 5 Ensure maintenance/ service records are up to date/being carried out as part of normal operating procedures	3	

Question	Answer	Marks	Guidance
8	1 Wearing gloves 2 Washing your hands before/after administering first aid 3 Covering exposed cuts or grazes (with waterproof dressings) 4 Using sterilised equipment 5 Mask for CPR/ face shield	2	
9		3	
10	1 Having clear health & safety policies/procedures 2 By keeping H&S and emergency procedures up to date 3 Having regular staff training/supervision (e.g. manual handling/COSHH training) 4 Displaying H&S signs correctly 5 Dealing with potential hazards promptly 6 Performing risk assessments 7 Having a process for staff/customer feedback 8 Using PPE appropriately 9 Keeping all areas clean and well maintained 10 Having an induction process to explain how to use the equipment safely 11 Equipment maintenance/ checks	1	Accept any suitable way of reducing risk

Question			Answer	Marks	Guidance
11	(a)	(i)	1.Children 2.Elderly people/ over 50s 3.Disabled people 4.Antenatal/ postnatal 5.Vulnerable people 6.Women 7. Cultural groups	2	
		(ii)	<u>Disabled users</u> 1 Directing towards disabled access exits/ special routes with ramps 2 Staff report to manager/inform manager of customer needs 3 Staff inform fire brigade of specific needs/special assistance 4 Provide support getting customers to the assembly point 5 Utilise/communicate with user in refuge point <u>Children</u> 5 Must be accompanied by parent/adult/activity leader 6 Staff members must locate adult responsible for children <u>Older people</u> 7 Getting help out of the building from staff members 8 Assisting in collecting medication/walking aids (if safe to do so) 9 Ensure appropriate equipment is in place (e.g. blankets/towels/drinks)	2	

Question		Answer	Marks	Guidance
11	(b)	<ol style="list-style-type: none">1 Remain calm/help customers to remain calm2 Inform supervisors/managers/all staff as quickly as possible3 Evacuate users following evacuation procedures4. Call the emergency services5 Turn off their radios6 Avoid using the pool alarm transmitters7 Avoid using any radio microphones8 Use an alternative muster/meeting point if usual location is near to suspected bomb9 Ensure that nobody re-enters the centre10 Ensure that everybody is accounted for/ take a register11 Contact parents/carers if appropriate12 Complete an incident report form when appropriate	4	Accept any suitable example

Question		Answer	Marks	Guidance
12	(a)	<p><u>Health and safety officer</u></p> <p>1 Are responsible for preventing accidents and injuries in the fitness centre 2 Ensuring that all users are provided with a safe and secure environment; this could involve: 3 Performing risk assessments 4 Carrying out facility/equipment inspections/ getting faulty equipment fixed/ ensure maintenance records are up to date 5 Investigating incidents in the fitness centre and writing-up accident reports 6 Enforcing health and safety laws and regulations 7 Providing training sessions to staff about company safety policies or legislation 8 Providing guidance on any safety equipment and the safe installation of new equipment</p> <p><u>Manager</u></p> <p>9 Overall responsibility for health and safety in the centre 10 Duty to protect customers and staff 11 Encourage H&S issues to be reported to him/her promptly 12 Overseeing/carrying out risk assessments 13 Responsible for (behaviour of and safety of) other staff – e.g. the health and safety officer, coaches and instructors, etc... 14 Staff training</p>	4	<p>Submax 3 for health and safety officer</p> <p>Submax 3 for manager</p>
12	(b)	<p>1 Retaining membership information/contact details 2 Monitoring entrances/exits 3 Use of CCTV 4 Vetting procedures for staff (e.g. DBS checks) 5 Providing storage/lockers for valuables/lockable changing rooms</p>	4	

Question		Answer	Marks	Guidance
12	(c)	1 Being fully responsible for others' safety during sessions 2 To assess any risks and make appropriate decisions/ risk assessments 3 To adhere to any rules and regulations of a sport or activity 4 Setting appropriate ground rules and boundaries 5 Act in a fair and consistent manner/treat people fairly/ equally 6 Setting/adhering to appropriate codes of conduct 7 Planning sessions appropriate to the activity level of the learners 8 Having realistic expectations of pupils' ability 9 Providing opportunities for all pupils to improve 10 Considering those from special population groups (i.e. Under 16s/Disabled) 11 Not discriminating against those individuals from special population groups 12 Ensure that all equipment is maintained and fit for purpose 13 Taking a register/ contact details. 14 Ensuring correct ratios	3	3 X synoptic marks for applying knowledge from Unit 2 LO1 (Responsibilities of sports coaches and leaders).

Question	Answer	Marks	Guidance
13 *	<p><u>1 Disclosure</u></p> <ul style="list-style-type: none"> • React calmly/not scare the child • Talk to the child • Take what the child says seriously • Avoid asking leading questions • Clarify understanding of what is being disclosed • Reassure the child that they are right to tell/disclose • Explain that concerns may have to be shared with somebody who can act or don't promise confidentiality • Talk to others who know the child <p><u>2 Reporting to appropriate personnel/authorities</u></p> <ul style="list-style-type: none"> • Report to the appropriate person (safeguarding officer/manager) in the centre • Speak to other adults who might know the young person • Report to the appropriate authorities (staff member's responsibility) (e.g. social services/police) <p><u>3 Written report</u></p> <ul style="list-style-type: none"> • <u>Must be</u> written within 48 hours of the disclosure • Needs to have the child's name, address & DOB • Outline the nature of the allegation • Give a description of any visible injuries • Observations about the child's physical/emotional state • Record as accurately as possible what the child said, and what was said in response • Any action that was taken/who was the information disclosed to • Include all names/telephone numbers 	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 <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Detailed explanation of the ways to deal with suspected abuse • Terminology which implies an understanding of safeguarding • Application to the context of a sporting environment will be detailed • Several points to be developed and/or exemplified • Terminology such as 'safeguarding' will be used frequently <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

Question	Answer	Marks	Guidance
	<p><u>4 Storing and recording information</u></p> <ul style="list-style-type: none"> • Store the information in accordance with Data Protection Act guidance/in line with centre regulations • Report to and inform line manager/safeguarding officer 		<ul style="list-style-type: none"> • 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 ways to deal with different types of abuse • Attempts to use terminology which implies some understanding of safeguarding • Application to the context of safeguarding/abuse in a sporting environment may be more vague • Not all points are developed and/or exemplified • Expect to see 'safeguarding' mentioned <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

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • Written communication lacks fluency and there will be errors, some of which may be intrusive <p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Basic knowledge of the factors relating to different types of abuse • More descriptive than explanatory, and terminology which implies an understanding of safeguarding • Little application to the context of a safeguarding/abuse situation in a sporting environment; scenarios may be vague • Few if any developed and/or exemplified points • There may be no mention of safeguarding

Question		Answer	Marks	Guidance
14	(a)	<p>1 Leaflet giving guidance on first aid</p> <p>2 E.g. use it as a reminder for tying a triangular bandage</p> <p>3 20 individually wrapped sterile plasters</p> <p>4 E.g. to apply to a child's foot which was cut on poolside</p> <p>5 Two sterile eye pads</p> <p>6 E.g. given to a child who had been poked in the eye in the pool</p> <p>7 Four triangular bandages</p> <p>8 E.g. applying to somebody with a suspected broken wrist/ providing support/ elevation</p> <p>9 Six safety pins</p> <p>10 E.g. used to secure a triangular bandage</p> <p>11 Two large, individually wrapped, sterile wound dressings</p> <p>12 E.g. applied to a large open shoulder wound caused by a scrape against a wall</p> <p>13 Six medium-sized wrapped, sterile wound dressings</p> <p>14 E.g. for use on a small laceration across the palm of a hand</p> <p>15 At least three pairs of disposable gloves</p> <p>16 E.g. when dealing with an open wound/to prevent cross-infection</p>	4	<p>Accept any suitable example</p> <p>Words in bold are essential to gain the mark</p>

Question		Answer	Marks	Guidance
14	(b)	<p><u>Assessing a situation</u></p> <p>1 Ensure that the first aider is not in danger or ensure that it is safe to approach the situation</p> <p>2 Remove anything dangerous if safe to do so</p> <p>3 Dial 999 if situation is unsafe</p> <p>4 Check for response/treat bleeding and/or shock</p> <p>5 Survey/ask for further injuries or put in recovery position</p> <p>6 Open the airway (by tilting the head back)</p> <p>7 Assess if the casualty is breathing & take appropriate action (e.g. resuscitation)</p> <p><u>Using available equipment</u></p> <p>8 Use a first aid kit (where available) or E.g.*</p> <p>9 Using of a defibrillator (where available)</p> <p>10 Use of clothing to apply pressure</p> <p>11 Use of clothing as makeshift bandages</p>	5	<p>Submax 3 for assessing a situation</p> <p>Accept flow diagram for assessing the situation if correct information is included</p> <p>Submax 3 for available equipment</p> <p>Use of available equipment must be relevant to the context of question – emergency situation.</p> <p>*Allow appropriate e.g. of 1st aid kit for point 8 Such as e.g. Eye bath to clean debris from someone's eye</p>
15	(a)	<p><u>1 Generic</u></p> <p>2 E.g. A risk assessment carried out for general use of the sports hall, without considering a specific activity</p> <p><u>3 Site (site specific)</u></p> <p>4 E.g. Risk assessing for an indoor hockey activity in the sports hall</p> <p><u>5 Dynamic</u></p> <p>6 E.g. Continuously risk assessing a swimming session with inflatable items in the pool, and deciding to remove them due to increasing numbers/age/behaviour of pool users</p>	6	<p>Accept suitable examples for each type of risk assessment</p> <p>Generic – common hazards for the general location e.g. sports hall, visit to a leisure centre</p> <p>Site – takes into account the actual site and activity</p> <p>Dynamic – continuous process, taking action when circumstances change</p>

Question		Answer	Marks	Guidance
15	(b)	1 Use and adapt existing risk assessments for the following: 2 The environment the activity is taking place in 3 The equipment being used for the activity/ check the equipment works properly 4 The type of activities taking place 5 The age/ability/number of the participants taking part 6 Identify possible hazards (jewellery, clothing) 7 Assess the risk (that identified hazards present, including likelihood of occurrence and/or severity) 8 Consider how to minimise the identified risks/ put control measures in place 9 Identify an appropriate person who can advise if the risks are great/if it is beyond competence of staff member 10 Comply with information in the normal operating procedures for where the session is taking place 11. Signage	4	4 X synoptic marks for applying knowledge from Unit 2 LO5 (Be able to prepare sports and activity environments).

Question		Answer	Marks	Guidance
15	(c)	<p>1 Risk assessment forms</p> <p>2 E.g. performing a site-specific risk assessment for one of the instructors who is teaching on the astroturf for the first time</p> <p>3 Incident/accident reporting forms</p> <p>4 E.g. keeping a track of accidents so that any patterns can be established, such as an abnormal number of incidents in one area.</p> <p>5 Up-to-date maintenance and service records</p> <p>6 E.g. having a log to show when maintenance checks have been carried out to ensure the safety to the equipment e.g. disabled hoist</p> <p>7 Evacuation procedures/ EAP</p> <p>8 E.g. having a document that can be used for training staff in the safe evacuation of specific populations</p> <p>9 Health and Safety Legislation/ RIDDOR/ COSHH</p> <p>10 E.g. RIDDOR would be used to report serious injury/ incident in order to put in control measures/ COSHH would be used to provide staff with information regarding safe use of chemicals.</p> <p>11 First aid book</p> <p>12 E.g. to identify trends that need to be the focus of staff training.</p> <p>13. Fire log</p> <p>14. E.g. To ensure that fire equipment is up to date and safe or to schedule practices.</p>	4	<p>Submax 2 marks for types of forms</p> <p>Submax 2 marks for explanations</p> <p>Accept any suitable examples</p>

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