

**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 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 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 13a

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)	Café/communal area	1	
	(b)	Control of Substances Hazardous to Health Regulations/ COSHH	1	
	(c)	Manager / HR Manager / Recruitment Manager	1	
2		<ol style="list-style-type: none"> 1 An injury caused by a tackle e.g. a broken leg 2 An injury caused by a another participant e.g. clash of heads/concussion 3 An injury caused by the floor/surface. E.g. a broken ankle caused by stepping into an uncovered goalpost hole 4 An injury caused by a foreign object on the field. E.g. falling onto broken glass /hypodermic needle 5 Injury caused by weather conditions. E.g. lightning strike or slippery surface causing slips/trip. 6 An injury caused by falling objects. E.g. branches from an overhanging tree. 7 An injury caused by colliding with equipment. E.g. running into goalposts/floodlight posts. 8 Muscular injury (from activity) during play – e.g. torn hamstring, calf strain, pulled groin 	3	<p>Accept other suitable examples</p> <p>Do not give credit for same point but with different e.g. – so cannot give 1 mark for ‘tackle causes broken leg’ and then again for ‘tackle causes broken ankle’ because it is the same <u>accident</u>, but with a different resulting injury.</p>
3		(d) Duty Manager	1	
4		<ol style="list-style-type: none"> 1 Make PA announcements, where required, to inform customers of health and safety issues 2 Reporting/recording any issues raised by customers 3 Contacting appropriate duty/area manager to pass on complaints/comments 4 Ensure the reception area doesn’t pose potential risks/hazards to users 5 Keep up to date records of who is in the building/facility 6 Display health and safety notices 	2	Accept other suitable examples

Question		Answer	Marks	Guidance
5		1 (Large/Medium) Individually wrapped, sterile , unmedicated wound dressings 2 Disposable gloves 3 Safety pins 4 Leaflet giving general guidance on first aid 5 Triangular bandage for elevation	3	
6		1 Where the first aid kits are located/ provision for first aid 2 Who the qualified first aiders are/ appointed first aider 3 Where the first aiders are located 4 Any special arrangements required for users with reading/language difficulties	2	
7		c) Processing requests for criminal records checks	1	
8		1 Stop any fitness classes or activities 2 Turn off music/TV screens 3 Along with other staff, lead customers to the appropriate emergency exits 4 Consider the needs of users from specific groups 5 Do not allow customers into changing areas/lockers to retrieve belongings 6 Check the gym is clear of any customers 7 Direct customers to the emergency evacuation point/meeting point 8 Ensure that appropriate procedures are in place. E.g. space blankets/first aid 9 Only allow customers to return when the emergency services have confirmed it is safe to do so 10 Take register of class members outside	2	Do not accept 'evacuate people' or similar = Too Vague & repeat of question

Question		Answer	Marks	Guidance
9		<ol style="list-style-type: none"> 1 Risk assessing the equipment in the gym area 2 Risk assessing the gym area itself 3 Risk assessing the activity being undertaken. E.g. assessing if spinning class is suitable for a specific user 4 Ensure that health and safety posters are clearly displayed in the gym area 5 Deal with any hazards promptly/ removing hazards 6 Keep areas clean and well maintained 7 Carry out a PAR-Q 	1	
10		<ol style="list-style-type: none"> 1 Being responsible for the H&S of people in their charge 2 Have access to first aid facilities 3 Have the ability to contact emergency services 4 Ensure that they follow normal practices/meet expected standards 5 Being responsible for protecting children from abuse/ ensure safeguarding / preventing maltreatment 6 To have appropriate insurance in place (public/private) 7 Duty of Care responsibilities/ treating (special population groups) equally/ follow The Equality Act 8 Session to the level of participants needs 9 Carry out a risk assessment 10 Ensure coaching qualifications are up to date 11 Ensure correct ratios 12 Taking a register 	2	

Section B

Question		Answer	Marks	Guidance
11	(a)	<p><u>Communal areas</u></p> <ol style="list-style-type: none"> 1 Overcrowding so people bump into/trip over one another or fall over as no seating 2 Obstructions to entrances/exits 3 Receipt of deliveries while busy with visitors 4 Steps/ramp to leisure centre not clearly marked 5 Spilling a hot drink on someone 6 Slip accidents e.g. slipping on wet floor 7 Trip accidents e.g. tripping over box <p><u>Sports hall</u></p> <ol style="list-style-type: none"> 1 Accident during activity. E.g. tripping, breaking an ankle playing 5 a-side football 2 Accident caused by another user. E.g. broken nose after being elbowed during a basketball session 3 Tripping/slipping on a wet floor 4 Tripping on an uneven/damaged floor surface 5 Accident related to faulty equipment. E.g. incorrectly fitted basketball hoop falling onto a user 	4	<p>Sub-max 3 marks for each area</p> <p>Accept other suitable examples</p> <p>2nd element (sports hall) = 1-3 x synoptic marks for applying knowledge from Unit 2 LO5 (Be able to prepare sports activity environments).</p>

Question		Answer	Marks	Guidance																		
11	(b)	<p>1 To increase the likelihood of an efficient/safe evacuation/ If they don't know their roles then they won't have a safe evacuation/ plan will fail</p> <p>2 So that staff members know what their individual responsibilities are. E.g. only one person contacts the emergency services/ needs to be a system to make sure each job gets done</p> <p>3 To prevent further damage/ harm</p> <p>4 To decrease the likelihood of further issues. E.g. somebody is responsible for checking a register to prevent missing person claims/ prevent the centre being sued</p> <p>5 So that staff and centre users know who is in charge/who is responsible for individual tasks</p> <p>6 So that staff can receive regular training for their specific role. E.g. health and safety officer</p> <p>7 So that specific strengths are matched to specific roles. E.g. the fire safety officer might have some knowledge of firefighting</p> <p>8 Follow EAP properly</p>	4	Accept other suitable examples																		
12	(a)	<table border="1"> <thead> <tr> <th>Action</th> <th>Sean</th> <th>Fire Service</th> </tr> </thead> <tbody> <tr> <td>Assist anyone who needs help in evacuating</td> <td>y</td> <td></td> </tr> <tr> <td>Fight the fire if it is getting out of control</td> <td></td> <td>y</td> </tr> <tr> <td>Search toilets and other areas for people</td> <td>y</td> <td></td> </tr> <tr> <td>Stop the fire spreading by closing doors and windows</td> <td>y</td> <td></td> </tr> <tr> <td>Rescue people still in the building after the initial evacuation</td> <td></td> <td>y</td> </tr> </tbody> </table>	Action	Sean	Fire Service	Assist anyone who needs help in evacuating	y		Fight the fire if it is getting out of control		y	Search toilets and other areas for people	y		Stop the fire spreading by closing doors and windows	y		Rescue people still in the building after the initial evacuation		y	5	
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12	(b)	<ol style="list-style-type: none">1 Fire extinguishers2 Fire doors/exits/escapes3 Evacuation signs/plans4 Fire blankets5 Fire alarms6 Fire evacuation and emergency plan (is up to date)7 Staff aware of fire related procedures e.g. fire drill practice	3	

Question		Answer	Marks	Guidance
13*	(a)	<p><u>Different types of risk assessments</u></p> <p>1 Generic</p> <ul style="list-style-type: none"> • Purpose to highlight common hazards and control measures that would occur in most situations or locations • Not specific to activities • Purpose is to raise overall safety standard <p>Example Generic risk assessment for a sports field that takes into account hazards within this environment, but not specific to any activity.</p> <p>2 Site</p> <ul style="list-style-type: none"> • Relates to the specific area that an activity takes place in & the activity itself • It will highlight all of the relevant hazards specific to the site <p>Example A site-specific risk assessment for playing soccer on a school field.</p>	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"> • Good knowledge of the three types of risk assessments that could be used. • Detailed understanding of most of the steps to completing a risk assessment. • A range of suitable control measures that could be put in place for the soccer session. • Relevant examples used throughout to support points. Several developed points and examples are given, although not necessarily in all 3 elements (types, steps and controls). <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>3 Dynamic</p> <ul style="list-style-type: none"> • Continually identifying risks/an ongoing process • Leader takes immediate action to reduce risks as circumstances change • Process of continual evaluation <p>Example A decision made by the soccer coach to stop the soccer session due to adverse weather conditions, which changes the playing surface significantly, making it potentially unsafe.</p> <p><u>Steps taken when completing risk assessments</u></p> <p>4 Identifying the risk factors</p> <ul style="list-style-type: none"> • Being aware of surroundings/study the area • Check accident books and look for potential patterns • E.g. checking the field for broken glass <p>5 Identifying who is at risk/can be harmed</p> <ul style="list-style-type: none"> • Knowing that people from specific groups are at greater risk. E.g. children with disabilities • First time participants are more at risk • Inexperienced participants are more at risk <p>6 Evaluating the risks</p> <ul style="list-style-type: none"> • Work out the severity/likelihood of incident occurring • Work out risk rating: probability x severity=risk level • Assess the probability of accident occurring • Assess how severe the outcome of an accident could be 		<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"> • Basic knowledge of risk assessment, that either only identifies one type, or does not identify any specific type. • Satisfactory understanding of most of the steps to completing a risk assessment. • Some suitable control measures that could be put in place for the soccer session. • Attempted examples through most sections. • Some developed points and examples are given to support at least one element (types, steps and controls) • At the top of this band there should be good knowledge shown across two elements of the question, supported with examples. • At the bottom of this band the answer should cover two elements of the question but may lack detail and/ or examples. <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

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Make judgements/decisions based on the results/risk ratings • Probability and severity rated as 1-5 • Risk level 1-25, anything over 15 is seen as high and therefore the session needs to be stopped. 1-10 low risk, needs control methods implemented. E.g.s <p>7 Recording your findings</p> <ul style="list-style-type: none"> • Keep records in a safe place. Make them available to others • Record findings/adjustments accurately • E.g. Record the occurrence of dog faeces on the playing area and inform the appropriate person/s <p>8 Monitor and review</p> <ul style="list-style-type: none"> • Always update and review assessments in light of changes • E.g. an assessment might need to be amended after a period of wet weather due to the condition of the ground • Zara remains responsible for any changes, so she needs to constantly review her assessments <p><u>Examples of control measures</u></p> <p>9 Having clear/up to date health and safety policies and procedures</p> <p>10 Ensuring that she is trained/receives ongoing training. E.g. trained as a first aider/trained in safeguarding procedures</p>		<p>discuss/explain/develop</p> <ul style="list-style-type: none"> • 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 risk assessment, that is not likely to identify any specific type. • A basic outline of some of the steps to completing a risk assessment or brief attempts at suggesting some suitable control measures that could be put in place for the soccer session. • There may be some examples for one element of the question. <p>Accept other examples of appropriate control measures</p>

Question	Answer	Marks	Guidance
	<p>11 Making sure that risk assessments are completed and up to date</p> <p>12 Making sure that the activity area is well maintained/clear of dangerous items. E.g. needles/glass/dog faeces/ checking the area and removing any hazards</p> <p>13 Checking the equipment is safe before the session starts.</p> <p>14 Having auditory controls in place. E.g. making sure that she can inform participants of fire alarms/emergencies/ tell the participants of any hazards around and highlight any control measures/ safety measures in place.</p> <p>15 Having visual controls in use. E.g. using signage to warn of particularly wet ground, or cones to section off a dangerous area</p> <p>16 Having physical controls. For example stopping people going to certain areas where danger might be increased, such as near the bases of floodlights.</p> <p>17 Procedural controls in place. E.g. being aware of the fire assembly points on the field/evacuation procedures/ensuring that participants are all well drilled in appropriate behaviours</p>		

Question		Answer	Marks	Guidance
		<p>18 Modifying the activity to avoid a hazard/ make it safer for example reducing the playing area or playing across the pitch due to a waterlogged area/ modifying the rules to make activity safer</p> <p>19 Ensuring a proper warm up is carried out to avoid injuries, for example, in cold weather spending longer on pulse raising before stretching.</p> <p>20 Ensuring participants have the correct kit and equipment</p>		
13	(b)	<p>Outdoor playing fields</p> <p>1 Broken glass/needles/sharp objects</p> <p>2 Animal faeces</p> <p>3 Uneven ground/potholes (leading to trip hazard)</p> <p>4 Changes in weather conditions/ icy/frozen/water logged itches – slipping hazards</p> <p>5 Open access/members of the public able to encroach</p> <p>6 Litter/waste</p> <p>Indoor sports hall</p> <p>7 Wet/slippy floor (leading to slip)</p> <p>8 Chemicals spill/storage left open</p> <p>9 Damaged floor surface (trip)</p> <p>10 Footwear not suitable for the surface (slip/trip)</p> <p>11 Waste/items/ equipment being left lying around</p> <p>12 Faulty equipment (E.g. goalposts/benches)</p> <p>13 Potentially less space so more chance of collisions with each other or facility/ size of space relative to number of participants</p> <p>14 Overheating</p>	6	<p>Submax 3 from each</p> <p>6 x synoptic marks for applying knowledge from Unit 2 LO5 (Be able to prepare sports activity environments).</p>

Question		Answer	Marks	Guidance
14	(a)	<ol style="list-style-type: none"> 1 Preventing any further damage to herself and others/ check or danger 2 To assist the injured person 3 To provide first aid (not medical aid) 4 To prevent the individual's condition from worsening 5 Contact emergency services 6 Prevent delay in recovery 7 To prevent harmful intervention 8 Prevent cross contamination 9 Preserve life/ promote recovery 10 Use any equipment available to administer first aid if a fully stocked first aid kit is unavailable 11 Ensure first aid training is up to date. 12 Record and reporting all accidents/ fill out accident book 13 Ensure that the first aid kit is fully stocked. 	4	Accept any specific examples relating to Steffi's role
14	(b)	<ol style="list-style-type: none"> 1 Someone is choking / has something lodged in their throat 2 Check if the person is carrying any medication / dial 999 or 112 as soon as possible and ask for an ambulance / lie the person down if their injuries allow you to (and if possible, raise and support their legs) 3 Place them in the recovery position (until medical help arrives) / keep airway unobstructed and monitor their condition 4 Someone is bleeding heavily / has suffered a wound 	4	Accept any suitable examples

Question		Answer	Marks	Guidance
15	(a)	<u>Everyone's</u> <u>Maltreatment</u> <u>Health and development</u> <u>Care</u>	4	Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined as: <ul style="list-style-type: none">• protecting children from maltreatment• preventing impairment of children's health and development• ensuring provision of safe and effective care

Question		Answer	Marks	Guidance
15	(b)	<p>1 Train staff appropriately. E.g. safeguarding training in-house</p> <p>2 Recruit and select staff effectively. E.g. take NI number/DBS check/past career check/previous experience to ensure appropriateness for role</p> <p>3 Have clear lines of accountability. Padma will ensure that the chain of command is clear for staff/users</p> <p>4 Arrangements to share information with other organisations. Padma will need to liaise with bodies such as Social Services/NSPCC to report details of allegations</p> <p>5 Having clear safeguarding policies. Padma must make sure that policies are available for all of her staff to access/ensure that policies are fit for purpose and written with the children in mind</p> <p>6 Ensure that there is a designated safeguarding lead. Some form of notification, (e.g. a poster), to ensure that all staff know who the person is</p> <p>7 Adherence to legislation. Staff should all be aware of appropriate legislation, such as the Mental Capacity Act (2005) and The Children Act (1989 & (2004). Copies should perhaps be available, and relevant information should be discussed/understood</p>		

Question		Answer	Marks	Guidance
15	(c)	<p><u>Child Protection in Sport Unit (CPSU)</u></p> <p>1 Provide safeguarding advice/child protection advice to organisations, which will help people involved in sport to protect young people</p> <p>2 Develop specific training/resources/guidance/templates (for each sport), which enable organisations to stay ahead keeping people safe</p> <p><u>Social Services</u></p> <p>3 Providing services to support (vulnerable) young people and their parents/provide levels of support relevant to each young person.</p> <p>4 Work with local authorities to support young people in a particular area.</p> <p><u>National Governing Bodies</u></p> <p>5 By having bespoke/specific safeguarding policies to meet the needs of the activity/users.</p> <p>6 By ensuring that all clubs affiliated to an NGB have to adopt and implement safeguarding policies/procedures.</p> <p>7 By providing safeguarding training for specific organisations (which ensures that coaches/volunteers/staff are up to date).</p> <p>8 Develop specific training/resources/guidance/templates (for each sport), which enable organisations to stay ahead keeping people safe</p>	4	Accept any suitable examples

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