

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY



05826–05829, 05872

Unit 4 Summer 2019 series

Version 1

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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 can be downloaded from OCR.



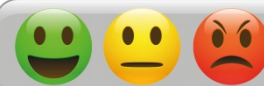
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Paper Unit 4 series overview

The candidates seemed to have a mixed performance on the working safely in sport, exercise, health and leisure paper this series. To do well on this examination candidates need to have a good understanding of the topics covered within the specification but more importantly to be able to apply this knowledge to sport, exercise and leisure situations. Many candidates did well on this examination showing a detailed and applied understanding of the specification, while others appeared to have reverted back a series or two and left blank unanswered questions and did not apply their knowledge to the scenario provided. Those who read and understood the context of the question generally scored well, while others seemed to rush and not think about what the question was asking, resulting in lower scores.

Areas that candidates performed well on included response to emergency situations, examples of how first aid emergencies could occur, minimising risk and evacuation procedures. In response to these questions candidates were able to apply their knowledge and give relevant sport, exercise and leisure examples.

Areas candidates did not perform so well in appeared to be due to a lack of knowledge on the topic area, and a very limited ability to be able to apply the knowledge they did have to a scenario. These topics included safeguarding and organisations involved in safeguarding, types of risk assessments and why risk assessments might need to be adapted.

Section A overview

Overall this was generally well answered, with candidates doing particularly well on the questions with only 1 mark available. When candidates were confident in providing examples they scored well.

Centres could help candidates by constantly embedding sporting examples within the teaching content.

Types of risk assessments appeared to be a gap in knowledge for some candidates.

Question 1

1 Which of the following is a type of security procedure in sports centres?

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

(a) Checking membership details

(b) Wheelchair ramps

(c) Designated fire officers

(d) Keeping chemicals locked away

[1]

This was generally well answered, with the majority of candidates selecting the correct response. When it was incorrectly answered candidates did not recognise the significance of the words 'security procedure' in the question.

Question 2

2 Give **two** benefits of installing CCTV in a fitness studio.

1.....

2.....

[2]

This was well answered.

Question 3

3 Identify the **three** different types of risk assessment.

- 1
- 2
- 3

[3]

Candidates either knew the answer for the three types of risk assessment or gave really incorrect answers, as if they had never been taught this part of the specification saying things like physical, verbal or customer.

Question 4

4 Give a different example from sport that could cause each of the following first aid emergencies.

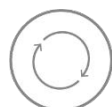
- Choking.....
-
- Unconsciousness.....
-
- Bleeding.....
-

[3]

Most candidates were able to provide a sporting example which could cause bleeding or for someone to become unconscious.

Some candidates were able to give an example for choking however this appeared harder.

Some candidates gave non sporting examples e.g. cutting themselves on a knife in a kitchen or having a snack and not swallowing food properly.



AfL Centres need to use past exam papers to practise context of questions. In this case they had to provide an example from sport so if they didn't do that, they couldn't access the 3 marks. Centres need to make sure they are applying the course content all the time when teaching the unit.

Question 5

5 State **two** reasons why it is important to have correct staffing ratios in a group coaching situation.

1

2 [2]

Many candidates scored 1 mark for stating that it would enable the coaches to control the group or to maintain safety. However many candidates focused on how it would stop accusations or meant that one coach could go and get help in an emergency situation which were not accurate answers.

Question 6

6 Identify **one** possible sign of physical abuse.

.....[1]

This was well answered with almost all candidates achieving this mark.

Question 7

7 During an emergency at a leisure centre, describe **one** responsibility of a receptionist.

.....[1]

Well answered with almost all candidates achieving this mark.

Question 8

8 Describe a role that each of the following emergency services may take on during an emergency at a fitness centre.

1 Fire Brigade:
.....

2 Police:
..... [2]

This was well answered.

Question 9

9 Give **three** examples of how clothing or footwear could be a possible hazard in a sports environment.

1

.....

.....

2

.....

.....

3

.....

.....

[3]

This was either well answered, with candidates providing three examples of how clothing or footwear could be a hazard, or poorly answered with candidates giving inappropriate examples, such as playing sport in a dress or running in high heels or talked about protective equipment like helmets.



AfL Centres could help candidates answer questions like this by doing two things:

1. Applying the unit content to sporting examples continuously throughout their teaching.
2. Use past papers to practise giving sporting examples.

Question 10

10 Identify **two** health and safety responsibilities of a manager at a leisure centre.

1

2

[2]

Generally well answered, however sometimes candidates got the context wrong and gave responsibilities in an emergency situation such as evacuating people.

Section B overview

Candidates provided good detail to their answers, with some good depth of knowledge and frequent use of technical language.

Minimising risk and responses in emergency situations appear to be areas that candidates are confident in answering questions and applying their knowledge successfully.

Candidates continue to find questions regarding safeguarding difficult.

Question 11 (a)

11 Ginny is a fitness instructor in a small health club. Ginny needs to be aware of the risks and dangers associated with her role.

(a) Describe the evacuation procedures that Ginny should follow in the event of an emergency.

.....

.....

.....

.....

.....

.....

..... **[4]**

This was generally well answered with most candidates very confident on the procedures a fitness instructor would follow. Good exam technique was seen here with many candidates giving more points than required, often resulting in full marks. All points on the mark scheme were accessed.

For those who didn't score so highly, they often misinterpreted the question and discussed how the emergency services would respond and not Ginny, or what Ginny would do after the emergency, such as writing up a report.

Question 11 (b)

(b) Describe what Ginny could do to minimise risks in her fitness sessions.

.....

.....

.....

.....

.....

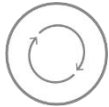
.....

.....

[4]

This was well answered with many candidates giving a range of responses. All points on the mark scheme were accessed.

For those who didn't answer so well this was due to not recognising the context of the question. The question asked about how Ginny could minimise risk in her sessions. They provided answers about the centre providing more staff, or Ginny looking at maintenance records or Ginny giving her staff training.



AfL As highlighted in previous series, centres need to work on helping learners to recognise the context of the question. In this case, the question was about:

- what Ginny could do and not the centre as a whole
- what she could do during her sessions, not before or after.

Question 11 (c)

(c) Why would Ginny need to adapt risk assessments for her fitness sessions at the health club, depending on the following factors?

The activities.....

.....
.....

The equipment.....

.....
.....

The environment

.....
.....

The participants

.....
.....

[4]

This was not well answered. The question asks about how risk assessments would need to be adapted, so needed some reference to the fact that something was changing – otherwise the risks should have been covered in the original risk assessment. Many candidates gave an answer such as ‘the activity could be dangerous so it needs a risk assessment’ or ‘football and yoga have different risks’; these answers did not show any concept of why you would adapt a risk assessment – only why you would write one in the first instance.

More candidates accessed a mark for ‘the participants’ section by stating that different people would attend the session and may have different needs.

For the minority of learners who did answer this well they were able to explain how, if equipment was broken or unavailable and they had to change what they were using they would need to adapt their risk assessment. Some were able to explain that if you had to change an activity due to the issues with the environment e.g. the outside pitch was not as expected they would need to adapt their risk assessment. These learners showed a good understanding of how to use risk assessments but unfortunately for most, they missed the focus of the question.

Question 12

12* Richard works at a leisure centre as a personal trainer and lifeguard. He is also a first aider.

Richard has to attend Emergency First Aid at Work training courses. Using examples, explain how he would use first aid whilst at work with reference to:

- First Aid skills and techniques
- hygiene
- use of First Aid equipment
- reporting.

[8]

There was a wide range of answers seen in response to this question, varying in marks covering the whole range from 0 to 8, but perhaps not as many in Level 3 as might have been expected. In the past First Aid has generally been a topic area that candidates have performed well on, however there was a significant amount of candidates only scoring 3 or 4 marks out of 8.

When candidates scored highly, they were generally quite logical and took each of the bullet points in order and expanded on them with examples. They were able to give examples of techniques they may use, explain how gloves and other aspects of hygiene can reduce the spread of disease, give examples of the First Aid equipment they would use and why and finally how they would report the first aid incident.

However, many candidates did not score highly as they were very generic in their answers and basically repeated the question, for example, 'Richard must use a range of skills and techniques when carrying out first aid. He must make sure he follows good hygiene rules'. This was as opposed to: 'Richard must use a range of skills and techniques when carrying out first aid. When a client is unconscious but breathing you would call for help, but then place the client in the recovery position to make sure they don't choke in case they are sick. Another technique he may use is CPR. This would be if....'.and so on.

Candidates showed reasonable knowledge of First Aid in general but the answers provided were not detailed/specific enough.

Question 13 (a)

13 (a) A member of a sports club discloses to their coach that they have been physically abused.

Identify ways that the coach should respond to the individual.

.....

.....

.....

.....

.....

.....

[4]

There was definitely an improvement in candidates' responses to this question compared to when this topic has been examined previously. Candidates appeared more confident and knowledgeable in terms of how the coach should respond. However, in quite a few cases, candidates discussed what would happen next, reporting it to social services, the investigation that would follow, etc. This is not how the coach should respond to the individual, so learners need to practise identifying the focus/context of the question which in this case was how the coach should respond to the individual.

Question 13 (b)

(b) Describe how two organisations are involved in safeguarding children and vulnerable adults.

.....

.....

.....


.....

.....

.....

[4]

This was not very well answered overall. Candidates were able to name organisations that are involved in safeguarding which was good, but they were not really able to describe how the organisations are involved in safeguarding. This is a topic area candidates appear to find difficult so answers tended to be very vague, for example, 'they help children'.



AfL Centres need to help candidates gain a more in depth understanding of the organisations involved in safeguarding, more than just naming them. Candidates need to know about what the organisations actually do and how they help safeguard children and how they work together. Using the organisations' websites and setting research tasks may help candidates to develop a better understanding.

Question 14 (a) (i)

14 Emergencies could occur at any time in a sport, exercise, health and leisure environment. Managerial staff need to be aware of how to react to different emergency situations.

(a) How would managers at a leisure centre deal with the following emergencies:

(i) Chemical or gas leak.....
.....
.....
.....
.....
..... [3]

This was well answered by most candidates, who often gave more points than were required. All points on the mark scheme were accessed. For those who did not do so well, they explained how managers would clear up a chlorine leak or call a company to deal with it, showing a lack of understanding of the emergency situation part of the specification.

Question 14 (a) (ii)

(ii) Missing person
.....
.....
.....
.....
..... [3]

Question 14 (b)

(b) Describe the methods of emergency recording and reporting that employees would need to use after an emergency.

.....
.....
.....
.....
.....
.....
..... [4]

This was well answered by the majority of candidates, often giving more points than required. All points on the mark scheme were accessed.

Question 15 (a)

15 (a) Explain the importance of maintenance and service records in a leisure centre.

.....
.....
.....
.....
.....
..... [4]

This was generally well answered with candidates showing a good understating of the purpose of maintenance and service records. All points on the mark scheme were accessed.

Some candidates did not score well on this question and they showed a lack of understanding of what maintenance and service records are referring to things like DBS checks, data protection and risk assessments, suggesting a knowledge gap in the specification but this was a minority not a majority.

Question 15 (b)

(b) Maintenance and service records are an example of a health and safety document. Identify **three** other health and safety documents.

- 1.....
- 2.....
- 3.....

[3]

This was reasonably well answered, although often there was a repeat answer with candidates giving first aid book and accident report form as two answers. All points on the mark scheme were accessed, but points 4 and 7 were not commonly given.

Question 15 (c) (i)

(c) (i) Complete the description below about what 'Duty of Care' means using appropriate terms from the word bank provided.

Duty of care is defined as "a moral or legal obligation to ensure the safety or well-being of others". In a sport setting this includes:

- legal and _____ responsibilities when leading activities
- addressing potential areas of _____
- how to _____ children and vulnerable adults
- _____ treatment of special population groups.

| | | |
|--------------|-------------|----------|
| Maltreatment | Control | Bullying |
| Record | Educational | Protect |
| Ethical | Equal | Welfare |

[4]

This was well answered by the majority of candidates however this question highlights that duty of care continues to be an area that candidates struggle with as there was still a large number of candidates who struggled to select the correct word to fit the gaps showing a lack of understanding of this topic.



AfL Centres need to really breakdown what duty of care is, being sure candidates can define it, but also what it means in practice to a sports coach and what duty of care involves on a practical level.

Question 15 (c) (ii)

(ii) Give one example of a special population group in relation to Duty of Care.

..... [1]

Well answered by almost all candidates with all points on the mark scheme being accessed. For those who did not answer well, it would appear that they just didn't understand the question giving answers such as DDA or the Equality Act.

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