

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 2020

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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

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

Question	Answer	Marks	Guidance
1	<ol style="list-style-type: none"> 1. Membership forms 2. Monitoring of entrance/register/signing in and out. 3. Barriers/gates at the entrance 4. Vetting procedures for staff/DBS 5. Valuables storage/lockers 6. Security guards 	3	Accept any other suitable examples
2	<ol style="list-style-type: none"> 1. Disclosure (and) Barring Service 	1	
3	(b) Emergency action plan	1	
4	<ol style="list-style-type: none"> 1. A brief description of the nature of the accident 2. The time/date/place the accident occurred 3. Personal details of the person involved 4. The date that the report is being filled out 5. Details of any witnesses 6. Description of any first aid provided 7. Action taken to reduce the likeliness of the accident recurring 	1	
5	<ol style="list-style-type: none"> 1. Ensuring/checking that fire extinguishers are present/working 2. Ensuring/checking that fire doors are clear or unobstructed 3. Ensuring/checking that fire alarms are in working order 4. Provide staff training on using fire-fighting equipment 5. Co-ordinating/creating fire evacuation plans/carry out fire drills 6. Monitoring of evacuation routes 7. Ensuring that fire blankets are in place 8. Ensuring that fire hoses are maintained/present 9. Ensure that the leisure centre meets fire regulations 10. Check the fire log book. 	3	<p>If learners say carry out fire checks / inspections credit this as one point – either 1, 2 or 3.</p> <p>In order to get the individual marks for 1, 2 and 3 there needs to be reference to the different aspects of the checks</p>

Question	Answer	Marks	Guidance
6	<ol style="list-style-type: none"> 1. Contact the emergency services 2. Evacuate the area/direct to the nearest fire exit/assembly point 3. Reassure customers/keep customers calm 4. Take a register/check lists 5. Check additional areas within the gym/changing rooms 6. Give first aid/ call for a first aider 7. Stop the session/switch off the music 	2	Accept any other suitable examples
7	<ol style="list-style-type: none"> 1. Items being left on the floor (e.g. bags creating a trip hazard) 2. Other users' actions/behaviour (e.g. people running, objects being thrown/hot water spills) causing accidents 3. Overcrowding leading to people bumping into each other or tripping 4. Faulty seating/tables leading to injury 5. Dirty/unclean/unhygienic surfaces or tables (hazardous for young children) 6. Cleaning products being left unattended (leading to eye damage/poisoning) 7. Damaged floor (surface) (trip/cut hazard) 8. Wet surface causing a slipping hazard. 	3	Accept any other suitable examples
8	<ol style="list-style-type: none"> 1. Preventing/not allowing one-on-one situations to occur 2. Appropriate staffing ratios (at least 2 members of staff) 3. Keep up-to-date records/ record any concerns/ issues immediately 4. Providing regular and up-to-date safeguarding training for staff 5. Behaving in an appropriate manner when working with children 6. CCTV 	2	

Question		Answer	Marks	Guidance
9		<ol style="list-style-type: none"> 1. Assess the situation quickly 2. Ensure safety/ prevent further harm to themselves and others 3. Prevent the patient's condition from becoming worse 4. Identify the nature of illness or injury 5. To provide first aid (and not medical aid) 6. Organise bystanders 7. Prevent delay in recovery of a patient / promote recovery 8. Complete accident report form 9. Stay with patient until help arrives/ reassure/ make patient comfortable 10. Prevent cross contamination 11. Get help/ call emergency services/ 999 12. Restock first aid kit 13. Prevent harmful intervention 14. Preserve life 	3	
10		<ol style="list-style-type: none"> 1. Poor personal hygiene 2. Lack of energy 3. Low confidence/self esteem 4. Quiet/withdrawn 5. Nervous/anxious 6. Looking thin/underweight/unwell/pale 	1	Accept first answer only.

Question		Answer	Marks	Guidance
11	(a)	<ol style="list-style-type: none"> 1. Switch off any music 2. Stop any activities 3. Get all of the clients out of the pool 4. Direct clients to the nearest emergency exit 5. Do not allow swimmers into changing room to retrieve belongings 6. Consider the needs of specific populations, (disabled/children/elderly) 7. Direct clients to the assembly/meeting point 8. Check the changing rooms (and any other associated areas) 9. Provide space blankets if required 10. Complete a register/head count 11. Only allow clients to return when fire brigade give the all clear 	4	
11	(b)	<ol style="list-style-type: none"> 1. Administer 1st aid/ get first aider 2. Chemical imbalance / chemical leak / dangerous water chemical levels / human waste in the water 3. Use appropriate lifesaving aids or devices to refloat child / enter water and rescue if required / sound the pool alarm / call other lifeguards for assistance 4. Serious injury to a user/worker (broken limb/head injury) / death / a 7 day incapacitation for workers/ required hospital treatment for uses/ occupational diseases. 	4	Accept first answer only Accept other suitable examples

Question		Answer	Marks	Guidance
12	(a)	<ol style="list-style-type: none"> 1. Effective staff training and qualification. 2. E.g. ensuring that instructor qualifications are current or valid / clear rules and guidance about level of skills allowed for beginners/ensure correct technique 3. Displaying health and safety signs and information correctly. 4. E.g. information signs on appropriate use of the trampolining equipment. 5. Deal with potential hazards promptly/ check equipment 6. E.g. Replace any ageing equipment as recommended/deal with any broken parts 7. Completing a risk assessment. 8. E.g. carrying out a dynamic risk assessment during a session with a first-time user. 9. Correct levels of supervision 10. e.g. appropriate staff to participant ratios/only one user at a time/ no fingers in the springs 11. Appropriate use of PPE/correct protective equipment on/attached to the trampoline. 12. E.g. use harnesses when attempting somersaults/ padding over springs/use of safety mats. 13. Keeping areas well maintained and clean. 14. E.g. cleaning equipment / making sure areas around trampolines are clear and clean 15. Have clear health and safety policies and procedures. 16. E.g. ensuring that policies are current/relevant / E.g. ensure that all staff are aware of evacuation procedures 17. Ensuring that participants are ready to take part 18. E.g. making sure a proper warm up takes place prior to trampolining / assessment of new client's health and fitness before 1st session/correct clothing/ remove jewellery etc. 19. Use of spotters 	8	<p>Submax 4 for identifying ways to minimising risk</p> <p>Submax 4 for examples.</p> <p>Accept any suitable practical example for each point</p>

Question			Answer	Marks	Guidance
			20. e.g. Other participants around the edge of the trampoline to stop falling off.		
12	(b)		<ol style="list-style-type: none"> 1. His clients could suffer accidents/harm/injuries 2. Breaches his 'Duty of care' 3. He could face disciplinary action at work / lose his job 4. Risk of litigation/being sued/lawsuits 5. Reduced life-span/longevity of equipment – may need to be replaced 6. Won't be able to complete some (required) risk assessments 7. Clients might complain (about the state of equipment) 8. Loss of customers / damage to his or sports centres reputation 	4	Accept first four answers only
13	(a)		<ol style="list-style-type: none"> 1. Ensuring that the space is appropriate for the number of participants 2. Remove any obstructions (e.g. bags, netting) 3. Use markers/cones to ensure participants are aware of the boundaries (e.g. cone off areas which are 'out of bounds' due to old goalposts etc.) 4. Take reasonable steps to ensure the safety of the working area (areas that are slippery/wet or dark) 5. Ensure that the area is clean and tidy (e.g. free from rubbish) 6. Ensure that goalposts are securely placed (e.g. in recessed areas) 7. Ensure that that there are no faults in the astro turf (e.g. holes or rips) 8. Uses risk assessment to make sure all controls are in place/ carries out risk assessment 	4	<p>4 X synoptic marks for applying knowledge from Unit 2 LO5 (Preparing sports and activity environments)</p> <p>Accept any other suitable examples</p>

Question	Answer	Marks	Guidance
13 (b)*	<p><u>Types of emergencies</u></p> <ol style="list-style-type: none"> 1. Accidents E.g. slips and trips/broken limbs or injuries during game play/being hit by another player's stick or other suitable examples/faulty equipment such as a broken goalpost 2. Fire E.g. electrical fire due to floodlight failure/other suitable examples 3. Missing person E.g. young person receives red card and runs off 4. Power cuts E.g. floodlight failure late at night could lead to collision/injury 5. Suspected bomb E.g. could lead to collisions/injuries when clients panic/run <p>Award credit for <u>types of emergencies, which have been exemplified.</u></p> <p>How Kate should respond:</p> <ol style="list-style-type: none"> 6. Stop the activity session 7. Move everyone to a safe place or back from the person(s) directly involved in the incident 8. Check if any known medical conditions may be a factor 9. Raise the alarm / call for assistance 10. Give 1st aid if trained and its appropriate 11. Call for 1st aid or medical support if needed 12. Use appropriate emergency equipment e.g. inhaler; 1st aid kit; fire extinguisher 	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 are likely to include:</p> <ul style="list-style-type: none"> • Detailed explanation of the types of emergencies and where they occur • Terminology which implies an understanding of the different emergency types with examples • Application to the context of a sporting environment will be detailed • Several points to be developed and/or exemplified <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/development 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 <p>At Level 2 responses are likely to include:</p> <ul style="list-style-type: none"> • Satisfactory explanation of the different types of emergencies with examples • Attempts to use terminology which implies an understanding of the meaning of the different emergency types and their likely location • Application to the context of emergencies in a sporting environment may be more vague

Question	Answer	Marks	Guidance
	13. Register/head count of who is there 14. Stop additional people coming into the area 15. Evacuate the area if appropriate		<ul style="list-style-type: none"> • Not all points are developed and/or exemplified Level 1 (1-3 marks) A limited answer <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 • Written communication lacks fluency and there will be errors, some of which may be intrusive At Level 1 responses <u>are likely to include:</u> <ul style="list-style-type: none"> • Basic knowledge of the factors relating to emergency situations with examples • More descriptive than explanatory, and terminology which implies an understanding of the meaning of emergencies and their likely location • Little application to the context of an emergency situation in a sporting environment; scenarios may be vague • Few if any developed and/or exemplified points

Question		Answer	Marks	Guidance
14	(a)	<ol style="list-style-type: none"> 1. Lie the person down 2. Elevate the feet/legs 3. Keep the person warm and comfortable (e.g. blanket) 4. Treat any obvious injuries 5. Do not give them food or drink 6. Give reassurance (speak to the casualty)/ keep casualty calm 7. Constantly monitor vital signs (heart rate/breathing) 8. Call 999 if required 	4	
14	(b)	<ol style="list-style-type: none"> 1. CCTV 2. to monitor the activities of staff and customers 3. Acts as deterrent 4. Provides a record/evidence of actions 5. Lockers 6. Allows customers to store their possessions safely 7. Membership 8. Need to be a member to enter gym / may include access control 9. Gym has personal record for you, contact details etc... 10. Reception 11. Control or monitoring of who comes in and out 12. May store valuables at reception 	4	Submax 2 for identifying (bold points) Submax 2 for description
15	(a)	(i) <p>Physical E.g. hitting/overtraining Emotional E.g. bullying/name calling/pressure to perform Neglect E.g. lack of supervision/using unsafe equipment Sexual E.g. forcing somebody to take part in sexual activities/watching sexual activities</p>	3	Students must provide a description and the type of abuse to achieve a mark.

Question			Answer	Marks	Guidance
15	(a)	(ii)	<ol style="list-style-type: none"> 1. Safeguarding policies/procedures (at the leisure centre) 2. The Safeguarding or Child Protection lead (at the leisure centre)/ safeguarding officer 3. Local Child Protection services / Social services 4. The Police 5. NSPCC/Childline 6. Suitable contact at the child's school (if known) 7. CPSU (Child protection sport unit)/ NGBs 	3	Accept first three answers only
15	(b)		<p><u>Environmental Hazards</u></p> <ol style="list-style-type: none"> 1. Slipping over. E.g. on a wet surface. 2. Trip hazard. E.g. equipment left lying around 3. Faulty equipment. E.g. battle ropes not properly fixed to wall 4. Incorrect clothing. E.g. wearing jewellery 5. Unsuitable weather. E.g. Heavy rain / wind could cause problems to the facility/too hot <p><u>Ways to minimise risk</u></p> <ol style="list-style-type: none"> 1. Deal with spillages promptly. E.g. mopping excess water 2. Deal with trip hazards e.g. pick up equipment/tidy away 3. Repair faulty equipment/maintain equipment/replace equipment 4. Keep maintenance logs/records up to date 5. Report damage/faults to health and safety officer/manager 6. Safety posters/signage 7. Rules regarding clothing/ jewellery 8. If bad weather forecast change location/ activity/ cancel session 	4	<p>4 X synoptic marks for applying knowledge from Unit 2 LO5 (Be able to prepare sports and activity environments)</p> <p>Accept suitable hazards and practical examples from a leisure centre/circuits setting</p>

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