

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 4 January 2021 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 have performed well, showing a detailed and applied understanding of the specification. There appeared to be fewer gaps in candidates' knowledge compared to previously. Candidates were able to provide answers across the range of topics, including safeguarding and duty of care; these have been two areas that have proved difficult on previous series. Extended response answers were logical and applied, showing good understanding of emergency responses. This series also showed an improvement in the application of knowledge, with candidates scoring well on the questions requiring information about how someone would respond to a situation or when completing a risk assessment.

Areas candidates did not perform so well on were the contents of a first aid box, security procedures, examples of neglect and the synoptic questions that required knowledge from other units, such as roles of a coach (linking with Unit 2) and reasons why a warm up is done (linking with Unit 1).

| <i>Candidates who did well on this paper generally did the following:</i> | <i>Candidates who did less well on this paper generally did the following:</i> |
|--|--|
| <ul style="list-style-type: none"> • knew different types of hazards and risk assessments • gave a detailed and logical answer to how a manager would respond to a bomb threat – before, during and after • gave examples to describe the types of emergencies that may occur in a dance class • were able to answer the synoptic questions drawing on their knowledge from other units. | <ul style="list-style-type: none"> • did not know the different types of hazards, risk assessments or types of PPE • were not able to identify security procedures – gave possible ways to reducing the chance of photographs being taken but not in respect of any security procedure which is what the focus of the question was • were not able to identify what was missing from the first aid box • only provided one response for reasons for a warm up: reduced risk of injury. |

Section A overview

This was generally well answered with candidates providing good responses for most questions. Questions 6, 7, 9 and 10 were answered consistently well. Candidates appeared to find Question 5 and 8 harder. RIDDOR also continues to be an area candidates are unclear about.

Question 1

1 Indicate whether each of the following statements is true or false by putting a tick (✓) in the box.

(a) RIDDOR is used to record all first aid incidents.

True

False

(b) The Equality Act (2010) ensures that facilities in leisure centres are properly maintained.

True

False

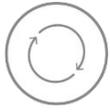
(c) One role of the DBS is to perform background checks on potential employees.

True

False

[3]

Mixed response to this question. Most candidates marked c) as True which was correct but a) and b) were often incorrect.

| | | |
|---|-------------------|--|
|  | <p>AfL</p> | <p>Centres would benefit from using the HSE website (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 - RIDDOR - HSE) and encouraging students to use the tab options to explore what RIDDOR is and what situations and injuries should be reported.</p> |
|---|-------------------|--|

Question 2

2 A psychological hazard is one type of hazard. Identify **three** other types of hazard.

1

2

3

[3]

Generally well answered, although a common incorrect answer was physical.

Question 3

3 Give **two** examples of Personal Protective Equipment (PPE) that staff would use in a leisure centre.

1

2

[2]

Well answered overall, with many candidates giving gloves, masks and hand sanitiser as very popular answers- very relevant to the lockdown they will be experiencing. Those who did not do well on this question showed a lack of understanding of the term PPE and provided examples of equipment, e.g. cleaning chemicals, spilt water.

Question 4

4 Identify **one** type of risk assessment.

.....[1]

Overall this was well done, but it is still quite surprising how many candidates do not appear to know the types of risk assessments which has featured in many of the previous question papers. Incorrect answers include examples of environments, e.g. a wet, muddy field, or again the word physical.

| | | |
|---|-------------------|---|
|  | <p>AfL</p> | <p>Make sure students are aware of the three types of risk assessment, with accurate recall of the names, e.g. generic not general.</p> |
|---|-------------------|---|

Question 5

5 State **two** reasons why it is important to have a safeguarding lead at a sports centre

1.....
.....
2.....
.....

[2]

This was either done very well, with many candidates giving points about reporting maltreatment, making sure staff training was up to date, or alternatively it was answered very poorly, with irrelevant points such as 'ring emergency services' or a very generic response of 'making sure people are safe'.

Question 6

6 Describe a suitable first aid response for a patient with a large, open wound on their leg.

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

Well answered. Range of marks given from mark scheme.

Question 7

7 Identify **two** sporting environments where a chemical leak might occur.

1.....
2.....

[2]

Well answered.

Question 8

8 'Organiser' is one role of a sports coach. Name **three** other roles.

1

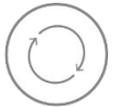
2

3

[3]

Not well answered. Many candidates provided answers about the jobs or responsibilities of a coach such as complete a risk assessment, check equipment, provide first aid. Many candidates scored poorly on this question with very few achieving full marks. For those candidates who did score well on this question, 'role model' was a popular answer, but most marks on the mark scheme were not accessed.

This was a synoptic question which linked to Unit 2 but few candidates were able to draw on this knowledge.

| | | |
|---|-------------------|---|
|  | <p>AfL</p> | <p>Use past papers to work on following question requirements. Centres should encourage and practise with students recognising the command word: What does the question ask me to do? What is the topic area?</p> <p>Using titles/topic areas when teaching would really highlight to students the different aspects of the specification, for example, hazards, types of emergencies, security procedures.</p> |
|---|-------------------|---|

Question 9

9 Identify **two** special population groups who should be considered when thinking about 'duty of care'.

1

2

[2]

Well answered. A very high percentage of candidates accessed these marks.

Question 10

10 Identify **one** requirement of the first aid at work regulations.

.....[1]

Candidates struggled more with this question showing that they have knowledge of a first aid response but not so much the requirements of the regulations.

Section B overview

This section was well attempted with candidates giving examples to support their answers for most questions. Questions 11, 12 and 13 were well answered but Questions 14 and 15 proved to be more problematic for candidates.

Question 11 (a)

11 Staff need to be cautious of people using mobile phones and cameras within sport and leisure facilities.

(a) Explain how security procedures could reduce the risk of people taking unauthorised photos of children.

Security procedure 1

Explanation

.....

.....

.....

.....

Security procedure 2

Explanation

.....

.....

.....

.....

[4]

Many candidates answered this well, accessing points CCTV, membership, vetting and lockers. At times the explanation didn't really answer the question so centres should work on this. Candidates who did not score well often missed the focus of the question - security procedures - and gave answers about paperwork and gaining consent, or having an official photographer.

Question 11 (b)

(b) It is suspected that someone has taken unauthorised pictures in a leisure centre.

Describe **four** steps the manager should take in this situation.

1

.....

.....

2

.....

.....

3

.....

.....

4

.....

.....

[4]

Candidates appeared to have a good, applied knowledge of how a centre would deal with such a situation, with logical answers covering a range of points on the mark scheme. Some good reference to contacting the safeguarding lead shows this is becoming a more used part of the specification and that centres are now referring to this throughout the teaching of other aspects of the specification which is good. When candidates did not score so well they focused on what the manager would do after the situation, which is not what the question asks for. For example, some responded putting in place CCTV to make sure this doesn't happen again, or writing a new risk assessment. While these may take place, they would not be done in the situation. Others said about deleting the photographs and telling the person off – so not really aware of the official routes that would be followed via the safeguarding officer and police.

Question 12 (a)

12 Fig. 12.1 shows some items from a first aid box.

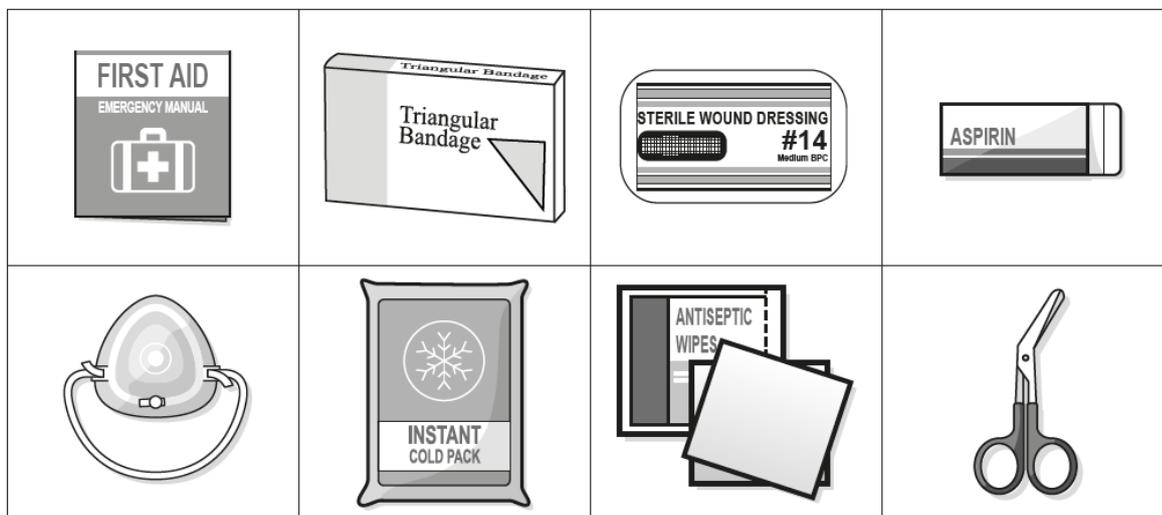


Fig. 12.1

(a) Identify **four** items that are missing from Fig. 12.1 from the HSE's minimum requirements for a first aid kit.

- 1
- 2
- 3
- 4

[4]

This continues to be a topic that results in varying degrees of success. Candidates are either very clear of what the HSE require to be in a first aid kit and are very specific in their answers, giving the number of the item, and key terms like sterile. Other candidates are continuing to answer with things like an apron, distilled water, an epi pen, or vague terms like bandages.

| | | |
|--|-------------------|---|
| | <p>AfL</p> | <p>Centres must make sure students practise recall of the HSE first aid kit requirements, e.g. 20 individually wrapped sterile plasters, two sterile eye pads etc. This question did not require the candidate to provide the number of the item, but previous questions have. The contents are listed in the specification and centres should encourage students to learn the list as outlined. This is a recall task but continues to be answered poorly by a number of candidates.</p> |
|--|-------------------|---|

Question 12 (b)

(b) Describe **two** uses for each of the following items of first aid equipment.

Triangular bandage

1

.....

2

.....

Sterile wound dressings

1

.....

2

.....

[4]

This was quite well answered. Candidates were able to provide examples of injuries, such as dislocated shoulder or broken arm, or other uses such as preventing blood loss, stopping infection or immobilising. Some responses became vague talking about soaking up blood, cross contamination or a common incorrect answer was that a sterile wound dressing would clean the wound and get dirt out – as opposed to covering it to prevent dirt getting in. Candidates appeared to think that a wound dressing would clean the wound.

Question 13

13* Jeffrey is the manager of a leisure centre. There is a bomb scare. Describe how Jeffrey should respond to this.

Your answer should include reference to:

- steps he might have taken to prepare for such a situation
- what he should do during the emergency
- what he should do after the emergency is over.

[8]

.....

.....

.....

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.....

.....

This was generally well answered, with many candidates accessing marks in Level 2. Compared to previous series there were fewer candidates who left it blank or provided very short answers, however there were also fewer accessing Level 3 and scoring the top marks.

There were three parts to this question and those who achieved Level 3 marks (7/8) were logical and started with how the manager would prepare first – as the question asked. Many candidates just jumped straight into the middle bullet point of what the manager should do during the emergency. When candidates followed the bullet points given in the question they provided a detailed answer and scored highly. Most candidates missed the first bullet point and spent most of their time covering the middle bullet point and tagging on one point at the end about writing the incident up in a report book.

Those who did score highly showed some excellent knowledge about how a manager would prepare, with reference to EAPs, staff training, checking exit routes. Some candidates also demonstrated an excellent understanding of RIDDOR when answering the final bullet point, giving examples of the types of injuries/incidents that might have occurred that the manager would need to report. These answers were great to read showing how centres have really ensured students have a real and applied knowledge of these topics, as opposed to just defining them. This was a significant improvement from previous series.

Weak responses focused only on the middle bullet point of during, and often got focused on the police searching for the bomb, which is not how the manager responds so missing the focus of the question. At times candidates also continued to focus on what the police would do after the incident by searching the centre, trying to find out who the suspected bomber was etc.- which was not relevant to the question.

| | | |
|---|-------------------|---|
|  | <p>AfL</p> | <p>Centres should practise breaking the question down with students and planning an answer, using prompt questions such as ‘What is the question asking me to do?’ ‘Are their different parts I need to cover in my answer?’ ‘What could I put in each section?’ ‘Could I give an example or add some detail to this point?’ The extended response question is marked by annotating knowledge points, developments of these points and examples, so encouraging candidates to make a point, develop it by adding a bit more to the point and providing an example is a very good technique to practise helping candidates score highly.</p> |
|---|-------------------|---|

Question 14 (c)

(c) Give **two** examples of neglect which could happen in a sport and leisure setting.

1

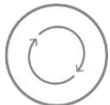
.....

2

.....

[2]

This was answered poorly and indicates an area that centres need to work on. Candidates were just not able to provide examples of neglect in a sport and leisure setting. Many candidates provided answers that were signs of neglect, e.g. lack of energy and dirty clothes, as opposed to examples of neglect. Another common error was many candidates provided examples of emotional abuse so they repeated their answers to Q14(b). However when candidates did score marks, they tended to score full marks (2/2) and clearly knew this, and had been taught it well being able to recall points about lack of supervision, being given unsafe equipment or not providing.

| | | |
|--|------------|---|
|  | AfL | Centres need to work on discussing examples of neglect in the work sport setting, so how a coach or teacher could neglect a child. Centres could also work on helping students understand the difference between a sign of neglect and an example of neglect. |
|--|------------|---|

Question 15 (a)

15 Catherine is the owner of a dance school. She needs to complete risk assessments for her dance classes.

(a) Complete the empty boxes on the risk assessment form below.

| RISK ASSESSMENT FORM - DANCE | | | | | |
|--|--|------------------------------------|---|----------------------------------|----------------------------|
| Hazard | Risk | Initial Rating (Low, Medium, High) | Control Measures | Final Rating (Low, Medium, High) | Additional Action Required |
| Water spillage on the hall floor | People might slip over and injure themselves | Medium | Put a 'wet floor' sign next to the spillage | Low | Wipe/dry the floor |
| Dropped glass bottle (broken glass on floor) | 1. | Medium | 2. | Low | 3. |
| Inappropriate footwear | 4. | Medium/High | 5. | Low | 6. |
| Students attempting somersaults and lifts on solid floor | 7. | High | Provide safety mats | Low | 8. |

[8]

Candidates showed they were confident with filling in a risk assessment, which suggests many have seen and used them in their learning, which was good. Candidates generally scored well on this question with many scoring 5+ marks. Points 1, 2 and 3 were very well answered. Points 4, 5 and 6 showed more of a mixed response with many saying that teachers should provide footwear or just to take shoes off which potentially in a dance class could be quite unsafe. Point 8 was answered well overall but sometimes candidates just provided a repeat of the answer given about safety mats showing candidates were not reading the information given. The risks and the first control measure were consistently well answered, but weaker responses struggled to give a realistic further control.

Question 15 (b)

(b) Give examples of how Catherine could follow the safeguarding requirements below:

Effective recruitment and selection of staff

.....

.....

.....

.....

.....

Effective training and support for staff

.....

.....

.....

.....

.....

Having clear lines of accountability.....

.....

.....

.....

.....

.....

[6]

This was a challenging question and few candidates scored above 3 or 4 marks. Candidates who did provide a correct response still struggled to give more than one point for the first and third section, but were able to score 2 marks on the staff training aspect. Most candidates were able to score 1 mark for carrying out a DBS and this was very commonly given as a response. Quite a number of candidates missed the focus of the question or did not know what to write. Some went down the emergency route and gave answers linked to how staff were trained to respond in an emergency situation or others focused on defining the terms.

| | | |
|---|-------------------|--|
|  | <p>AfL</p> | <p>This was a good differentiator question so a tough one, but would make a very good practice question to use in the classroom, discussing what could be the possible answers. Safeguarding is a hard topic for students to cover so this would make a good source of information to use.</p> |
|---|-------------------|--|

Question 15 (c)

(c) Describe four examples of the types of emergencies that could occur in Catherine's dance classes.

1

.....

2

.....

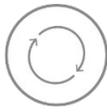
3

.....

4

.....[4]

This was not well answered which was unexpected. The question asks candidates to describe types of emergencies and there was two lines available per answer yet many candidates simply listed an emergency with no description, e.g. fire, bomb, accident and power cut. This did not meet the requirements of the question and scored 0 marks. Some said a fire could occur in the dance class and repeated this for each answer just swapping the word fire. Candidates also missed the focus of this question. In previous reports it has been highlighted that candidates need to make sure that they relate their answer to the focus of the question and this was seen again here. The question was about emergencies that might occur. Many candidates said a dancer could slip over. This is not an emergency and probably happens in many dance classes that take place. They needed to provide answers that link to emergency situations, so a serious injury such as a broken bone, or a power cut leading to collision of dancers bashing heads.

| | | |
|---|-------------------|--|
|  | <p>AfL</p> | <p>Centres should help students link their knowledge to how and why it results in an emergency situation, being able to give examples. Centres should practise with students applying the types of emergencies to different sporting settings.</p> |
|---|-------------------|--|

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