

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 2022

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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 examinersMultiple Choice Questions

Examiners indicate if an 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 Provide (adequate) first aid equipment/facilities/ stocked first aid kit 2 Make an assessment of first-aid needs (appropriate to the workplace) 3 Ensure enough staff are trained in first aid/correct ratio of first aiders to participants 4 Must be an appointment person in charge of first aid provision 5 Ensure that employees are aware of first aid provision and arrangements 6 Make information clear and available for customers regarding first aid 7 Ensure maintenance and service records are up to date 	3	
2	B Safeguarding officer	1	
3	<p>Two marks from:</p> <ol style="list-style-type: none"> 1 Keep training up to date 2 Make sure people are following the rules e.g. no running, no diving in shallow end/ Stop unsafe behaviour 3 Deal with any accidents/ trip hazards/ issues around poolside 4 Make sure take breaks regularly/ Have adequate lifeguards on duty/ correct ratio of lifeguards to swimmers. 5 Ensure any children are not swimming unattended 6 Ensure numbers are appropriate e.g. not too many people in the pool 7 If slides or wave machines ensure people following the safety procedures e.g. sitting down, away from wave machine etc 8 Carry out chlorine checks 9 Managing different areas for non-swimmers 10 Display health and safety signs i.e. Hazard – chemical 	2	Accept other suitable examples

Question		Answer	Marks	Guidance
4		<ol style="list-style-type: none"> 1 Risk assessment 2 Incident/accident report forms (accept RIDDOR)/ First Aid Book 3 List of emergency contacts 4 Maintenance and service records 5 Evacuation procedures 6 Emergency action plan 7 COSHH 8 Fire log 	1	Accept suitable alternatives/examples
5		<ol style="list-style-type: none"> 1 Is relevant to / caters for the different sites 2 Flexible – captures the different risks 3 Control measures will be different from place to place 4 Ability/number of participants/types of activity might differ 	1	Accept suitable alternatives/examples
6		<ol style="list-style-type: none"> 1 DRABC (Danger/Response/Airway/Breathing/Circulation)/ how to give CPR 2 How to treat bleeding 3 How to treat/ immobilise fractures 4 How to treat burns 5 How to deal with unconsciousness 6 How to deal with eye injuries 7 How to get help/call for help 8 What to do in an emergency 9 Information on record keeping 	2	Accept any reference to one of the elements for Pt1

Question		Answer	Marks	Guidance
7		<ol style="list-style-type: none"> 1 Follows 1st aid training/guidance 2 To prevent cross contamination / to protect themselves from infection/disease 3 To prevent infection in a wound/ stop wound getting dirty 4 If there is a likelihood of contact with bodily fluids/ personal hygiene 	2	
8		<ol style="list-style-type: none"> 1 Control of Substances Hazardous to Health/ COSHH / HSE 2 RIDDOR/ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 3 Equality Act/ DDA/ Disability Discrimination Act 	3	<p>Point 1 – accept HSE too here as they have guidance on water and reference to Legionnaires disease etc</p> <p>Point 3 – DDA is in the textbook but most up to date term is Equality Act. DDA also relevant to Northern Ireland. Must be DDA or Disability Discrimination Act</p>

Question		Answer	Marks	Guidance
9		1 Extra assistance/ staff to help 2 Ramps 3 Lifts 4 Visual signals for those hard of hearing e.g. flashing beacons/ maps 5 Audio signals for those with sight problems e.g. Braille, alarms, 6 Any medication/specialist equipment is gathered/made available 7 Specific or safe route(s) for special population groups/ Temporary waiting space – rest spots planned into emergency evacuation routes 8 refugee spot/ safe space in stairwell 9 Availability of evacuation chairs / slip mats 10 Use of PEEPs (Personal Emergency Evacuation Plans) 11 Identify them/notify them to the emergency services	2	Accept other suitable examples
10		1 Receptionist 2 Manager 3 First aider	3	

Question			Answer	Marks	Guidance
11	(a)	(i)	<p><u>Examples of how it might happen</u></p> <ol style="list-style-type: none"> 1 Somebody/ child/ vulnerable adult wanders off / gets lost/ leaves mid session without permission 2 Someone feels ill and leaves the session and does not return 3 Somebody is taken 4 Incorrect registers/records lead to somebody being forgotten/overlooked 	2	Accept other suitable examples
		(ii)	<p><u>Ways to minimise risk:</u></p> <ol style="list-style-type: none"> 1 Obtain main college register for the day (to check if anyone expected is not in) 2 Take register at beginning and end of each session 3 Do a head-count part-way through sessions/ buddy system 4 Have rules around people needing to say if they are leaving for any reason – e.g. to go to the toilet, get a drink, etc... 5 Monitoring/restricted access into and out of sports centre/areas 6 College sharing information on attendance record and any concerns around individuals 7 Correct ratio of staff 8 Signs/ maps/ directions (to sports hall) 	2	Accept other suitable examples

Question		Answer	Marks	Guidance
11	(b)	<p><u>Submax 3 for each area:</u></p> <p><u>Record Security</u></p> <ol style="list-style-type: none">1 Safeguarding/sensitive information needs to be kept confidential/private/ stop others from seeing / accessing it.2 To comply with GDRP/data protection legislation.3 To maintain confidence/trust of students.4 To maintain a positive reputation for the college. <p><u>CCTV</u></p> <ol style="list-style-type: none">5 Can act as a deterrent.6 To monitor who enters the building7 Clients/users feel confident/ keep people safe.8 To protect staff (from accusations, assault)9 To use as evidence/ to show what happened.	4	

Question		Answer	Marks	Guidance
11	(c)	<ol style="list-style-type: none"> 1 Ensure that all users have had a PAR-Q/are medically fit. 2 Make sure that users have had inductions/are competent. 3 Have a partner/spotter 4 Have a second check of locking nuts on weight bars. 5 Ensure that his voice can be heard when instructions are given. 6 Jamie's positioning needs to be such that he can see all users as they work/ regularly checking/ making sure watching all the time 7 Jamie gives further coaching points/guidance during the session/ ensure procedures being followed 8 Equipment only used/session only starts under Jamie's control. 9 Inform students of the weight that they should use for each exercise/ different/ range of weights available 10 Ensure that all machines are in good working order / equipment is safe to use/maintenance and service records are up to date. 11 Safety notices of weight machines 12 Demonstrations of correct technique 13 Enough space for the activities/ participants 14 Make sure weights are put away / ensure no trip hazards 15 Correct clothing/ no jewellery 	4	Accept other suitable examples

Question			Answer	Marks	Guidance
11	(d)		1 False 2 True 3 False 4 False	4	

Question		Answer	Marks	Guidance
11	(e)	<p>Jamie's responsibilities (sub-max 4)</p> <ol style="list-style-type: none"> 1 Jamie has some responsibility overall as head fitness coach 2 (suitability/ roles) Jamie needs to ensure that anyone he employs is suitable e.g. good communication, motivator, role model 3 safe to work with children/ effective recruitment/ get references 4 (legal) Need to do appropriate background checks – e.g. DBS 5 Would want recruitment process to cover things like safeguarding / duty of care/ first aid training 6 Jamie needs the coaches to implement his/the colleges health and safety policies/ be up to date with relevant legislation 7 If Jamie employs the wrong people he creates a risk for students being coached 8 Make sure they have relevant coaching qualifications/ up to date qualifications/ training <p>Coaches responsibilities</p> <ol style="list-style-type: none"> 9 They will have a duty of care to those they coach 10 They will need to be able to follow and implement all relevant college policies and procedures/ aware of H & S policies 11 They need to understand/ follow relevant legislation 12 They will be liable for the welfare of students when coaching them 13 They need to be able to communicate with students and gain their confidence 14 Treat all participants equally 15 They need to have sufficient knowledge of the activity to deliver safe sessions for all levels of user 16 Plan sessions so that they are appropriate for participants 17 Safeguarding of participants e.g. avoid 1:1 18 Carry out/ follow risk assessments 	6	<p>Sub-max 4 from each area</p> <p>6 x Synoptic marks from Unit 2, LO1</p> <p>Accept other suitable examples</p>

Question	Answer	Marks	Guidance
12*	<p><u>Factors influencing accidents</u></p> <p><u>Types of environment</u></p> <p>1 Sports Hall - lots of people use it, so more people to be injured. Activities like 5-a-side football involve multiple people and lots of contact so injuries are inevitable.</p> <p>2 Swimming pool – high numbers of users; use of lanes may only be during certain sessions; mixed abilities in pool at same time; visibility not always easy; involves water to increases risk of slipping</p> <p>3 Changing Rooms - injuries likely due to it being unsupervised/possibly floors are wet and slippery so slips are more likely</p> <p>4 . Soft play area – young children of varying ages; parental supervision inconsistent; age of users means may lose balance or bump into each other or not look where going</p> <p>5 Fitness Studio - accidents could happen as a result of faulty equipment/poor or no induction/peer pressure (e.g. encouraging to lift heavy weights)</p> <p><u>Type of activity</u></p> <p>6 Team sports will increase the risk as more people to bump into.</p> <p>7 Being in the pool/ changing rooms will increase the risk due to wet surfaces e.g. swimming, aqua aerobics, getting changed before or after exercise</p> <p>8 Age of participants</p>	8	<p>Accept multiple points of analysis – positive and negative – for each type of environment.</p> <p>Explanations may be developed points or examples depending on their nature</p> <p>Level 3 (7-8 marks) A comprehensive answer</p> <ul style="list-style-type: none"> • Detailed knowledge and understanding • Effective analysis and discussion/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 discussion of the factors that influence which accidents most likely • Accurate identification of what Ingrid should prioritise • Outlined a good range of actions to minimise risk • 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 • Some analysis and discussion 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

Question	Answer	Marks	Guidance
	<p><u>Causes of injuries</u></p> <p>9 Four of the top five causes of injury are all during activities (rather than general accidents)</p> <p>10 Several examples are unavoidable given the nature of the activities</p> <p>11 Some are 'hazards' – e.g. tripping on a step or bumping into the end of the pool</p> <p><u>Priorities</u></p> <p>12 Reducing instances with younger users</p> <p>13 Reducing instances of staff getting injured</p> <p>14 Addressing hazards / avoidable incidents</p> <p>15 Review supervision and rules around use of soft play area (given that 25% of injuries are 0-7 year olds, so quite a few may be here)</p> <p>16 Make sure first aid kits stocked (as 80% of injuries needed FA treatment)</p> <p><u>Ways to minimise risk</u></p> <p>17 Spacing</p> <ul style="list-style-type: none"> • Ensure enough space in sessions • Limit numbers of participants to ensure enough space in sessions <p>18 Health and safety policies and procedures</p> <ul style="list-style-type: none"> • Clear H & S guidelines • Keep health and safety and emergency procedures up to date • Make sure that policies are reviewed regularly and shared (with training) with staff 		<p>At Level 2 responses are likely to include:</p> <ul style="list-style-type: none"> • Satisfactory discussion of some of the factors that influence which accidents most likely • Some priorities identified • Outlined some actions to minimise risk <p>Level 1 (1-3 marks)</p> <p>A limited answer</p> <ul style="list-style-type: none"> • Basic knowledge and understanding • Little or no attempt to analyse or discuss/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 <p>At Level 1 responses are likely to include:</p> <ul style="list-style-type: none"> • Basic awareness of factors that influence which accidents most likely • An attempt at identifying priorities • Outlined a few actions to minimise risk

Question	Answer	Marks	Guidance
	<p>19 Inductions</p> <ul style="list-style-type: none"> • Make sure all new members complete PAR Q • Make sure all new members complete a full induction <p>20 Warm ups</p> <ul style="list-style-type: none"> • Make sure people have done a warm up before take part in sport <p>21 Staff training</p> <ul style="list-style-type: none"> • Make sure staff have up to date training/ aware of new changes to guidance • Ensuring that staff have emergency evacuation training/ know EAP <p>22 First aid provision</p> <ul style="list-style-type: none"> • Staff are trained in first aid/ appropriate first aid qualifications • Designated first aider • First aid kits are fully stocked/ restocked • Needs assessment carried out <p>23 Signage</p> <ul style="list-style-type: none"> • Display health and safety signs/information clearly • Having fire exit signs prominently displayed • Safety signs/ how to use equipment signs on pieces of equipment 		

Question	Answer	Marks	Guidance
	<p>24 Staff presence</p> <ul style="list-style-type: none"> • Make sure staff are observing/ walking around to check what is happening e.g. checking using correct technique • Make sure staff are monitoring the area e.g. moving trip hazards, wiping up spillages • Correct ratios of staff to participants e.g. enough lifeguards at the pool <p>25 Hazards/ maintenance/ cleaning</p> <ul style="list-style-type: none"> • Deal with hazards promptly e.g. Fixing a faulty fire exit door immediately or mopping up a spillage • Regular cleaning and tidying e.g. to make sure changing room floor isn't wet and slippery or weights are not left out as a trip hazard • Making sure fire extinguishers work properly • Making sure fire exits are accessible • Up to date service and maintenance records <p>26 Sport specific actions</p> <ul style="list-style-type: none"> • Flags above pool so swimmer knows when to turn • Age limits in soft play area to stop bigger children being in with little children <p>27 Risk assessments</p> <ul style="list-style-type: none"> • Ensuring that all site RAs are up to date, and carry out weekly/monthly dynamic Ras • That risk assessments are referred to/ updated <p>28 Process for staff and customer feedback</p> <ul style="list-style-type: none"> • Having a method of allowing staff/students to inform Martin of any issues that need attending to 		

Question			Answer	Marks	Guidance
			<p>29 PPE</p> <ul style="list-style-type: none"> • Ensure that participants wear appropriate PPE (shin pads) for activities • Staff have appropriate PPE for cleaning or use of chemicals e.g. gloves when handling bleach or chlorine. <p>30 Rules</p> <ul style="list-style-type: none"> • Making sure customers are made aware of rules • Make sure customers are following rules e.g. no running around the pool, no high tackles 		
13			<ol style="list-style-type: none"> 1 Mats could be trip hazards 2 Medicine balls could be trip hazards / people could step on them by accident 3 Could bang head on balance beam 4 Clothing/bags to side of gym on floor could be trip hazards 5 Equipment not cleaned/wiped (could lead to infection) 6 Mats or equipment could be slippery (with sweat/spilt water) 7 Trying to keep up with partner could lead to an injury (stress/pressure) 8 Single instructor may not see/correct people doing exercises incorrectly/inappropriately 9 Risk of heatstroke if gym is too warm during high intensity exercise 10 Lots of people so collisions likely 11 Could get feet caught in cricket nets 	4	Accept other suitable examples

Question		Answer	Marks	Guidance
14	(a)	<p><u>Planning for an evacuation</u></p> <ol style="list-style-type: none"> 1 Location of emergency exits 2 Location of meeting/muster points 3 Arrangements for head counting/register of people on site 4 Who is responsible for contacting the emergency services 5 Having (and carrying out) a clear emergency plan/EAP 6 Planning escape routes 7 Specific plans/ provision/ accessible routes for special population groups 8 Signage that highlights emergency exits/ assembly points 9 Arrangements to ensure that special population groups are supported 10 That staff have had up to date training/ know their roles in an emergency 11 Making sure regular checks are in place e.g emergency exits and fire extinguishers are clear and working 	5	Accept other suitable examples

Question		Answer	Marks	Guidance
14	(b)	<p>During an evacuation</p> <ol style="list-style-type: none"> 1 Raising the alarm 2 Keep everyone calm 3 Alerting emergency services 4 Overseeing the evacuation procedures / making sure (EAP) plans are followed 5 Supporting/directing other staff in their roles during the evacuation/ liaise with manager 6 Checking that all areas of the centre are evacuated, making sure everyone is evacuated 7 Making sure special population groups are being assisted/ are all being responded to 8 Dealing with any issues if parts of the plan cannot be followed 9 Ensuring everyone is accounted for/ making sure registers are being checked 10 Making sure no one goes back into the building until told to do so 11 Knowing where/why the alarm was triggered (if they didn't do this) 12 Liaising with emergency services once they arrive. 	5	

Question		Answer						Marks	Guidance
15	(a)	Example of Accident	Sp. Hall	Gym	Ch. Room	Fields	Cafe	4	
		Electric shock from hair dryer			✓				
		Burn or scalding with hot water					✓		
		Twisting an ankle on uneven ground				✓			
		Broken toe due to dropped equipment		✓					
	(b)	<ol style="list-style-type: none"> 1 Regular cleaning of floors / mopping up 2 Restrictions on who can use equipment such as kettles OR no self-service machines / equipment 3 Clear signs / guidance on health and safety in the communal areas/ warnings on hot drinks/food 4 Sufficient staff to assist customers and manage any risks 5 Places to store / put bags, coats etc...(to remove clutter / trip hazards) 6 Limits on numbers to avoid over-crowding 7 Well-spaced seating and standing areas 8 Risk assessments 9 One way systems 10 Make sure no trip hazards e.g. cables lying across floor or putting away deliveries. 						2	Accept other suitable examples

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