

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 4 Summer 2022 series

Contents

Introduction3

Unit 4 series overview4

Section A overview5

 Question 15

 Question 25

 Question 36

 Question 46

 Question 56

 Question 67

 Question 78

 Question 88

 Question 98

 Question 108

Section B overview9

 Question 11 (a)9

 Question 11 (b)10

 Question 11 (c)10

 Question 12*11

 Question 13 (a)12

 Question 13 (b)13

 Question 13 (c)13

 Question 14 (a)14

 Question 14 (b)15

 Question 14 (c) (i)15

 Question 14 (c) (ii)15

 Question 14 (c) (iii)16

 Question 1516

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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional, there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

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 responses across the range of topics, including emergency procedure when dealing with a fire and safeguarding.

Extended response responses were logical and applied, showing good understanding of how a leisure centre manager can make sure the safety of the customers and staff. Areas candidates did not perform so well on were the contents of a first aid box, the different types of physical and emotional abuse and describing the different stages of a risk assessment.

This series also showed that candidates still need to take into consideration the command word, as marks were lost when candidates did not describe and just stated/named stages and control measures.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • gained 14+ marks in Section A • identified that Question 11(a) asked for incorrect responses to be identified • accessed a Level 3 response for the extended Question 13 • gained all 5 marks in Question 13(b) – information recorded on an accident report form • knew the correct procedures and order of how to treat someone who is choking • Question 15 – gained full marks – in how to deal with a fire. 	<ul style="list-style-type: none"> • did not gain more than 10 marks in Section A • gave signs of abuse for Question 11(b) – not types • Question 13 – levelled marked question. Only gave a few examples and therefore only were able to access a Level 1 mark • Question 14(a) – didn't describe the missing stages of a risk assessment and only named them, therefore given zero marks • Question 14(b) – could not describe four control measures a yoga teacher would need to put into place.

Section A overview

This section was accessible to all candidates, allowing them to gain marks from basic knowledge of the specification. Candidates need to make sure they are reading the questions carefully and giving precise responses.

Question 6 was a synoptic link to Unit 2 and candidates struggled to gain full marks, often repeating responses.

Question 1

- 1 Link the member of staff to the responsibility that they would most likely take on during an emergency at a leisure centre.

Member of staff

Lifeguard
Receptionist
Manager

Responsibility

Co-ordinating the assembly point
Making an announcement on the PA
Providing customers with blankets

[3]

This question was answered correctly by the majority of candidates.

Question 2

- 2 What does the acronym RIDDOR stand for?

..... [1]

Candidates needed to get each aspect of the acronym correct to gain the mark. They did not need to have the 'of' & 'and'.

Question 3

3 Give **two** examples of when a RIDDOR report should be completed.

1

2

[2]

Death was the most popular response, but candidates did not gain 2 marks due to being too vague in their 2nd response. E.g., Someone breaking their leg – this needed to be specific to a worker or a client going to hospital due to the broken leg.

Question 4

4 RIDDOR is a type of health and safety legislation used in sport, exercise, health and leisure. Identify **three** others.

1

2

3

[3]

The key word in this question is legislation – therefore candidates needed to name three legislations that are adhered to in the sports industry.

Misconception



HSE is the government body that enforces and supports health and safety in the UK– not a legislation.

Question 5

5 Identify **three** safeguarding policies or procedures that are used in sports centres.

1

2

3

[3]

Candidates need to learn the seven areas on safeguarding that are in the specification. This will allow them to access the 3 marks in this question. The most popular response was to perform a DBS check.

Question 6

6 Describe **four** ways that a sports coach can effectively prepare equipment for sports sessions.

1

.....

2

.....

3

.....

4

.....

[4]

Candidates struggled to identify four different ways to effectively prepare equipment. The most popular response was checking of equipment for faults, but this response was repeated in different ways and therefore candidates only received 1 mark.

Assessment for learning



This is a synoptic link to Unit 2, where candidates would have had to prepare their equipment for their coaching sessions.

Make sure candidates are aware that at least 4 marks in the paper will come from a synoptic link to Unit 1, 2 or 3.

Question 7

For questions 7–10, complete the statements by adding the correct words in each space.

7 First aiders should prevent _____ in the recovery of a patient.

[1]

This response is related to the time period in the recovery of a patient. This has been a previous response in the role of a first aider.

Question 8

8 A first aider should _____ the situation and circumstances in order to act safely, promptly and effectively in an emergency.

[1]

This response is related to the first aider immediately checking the situation. Monitoring was a popular response, but this is not awarded marks, due to the fact that it doesn't fit in with the 'promptly' part of the question.

This has been a previous response in the role of a first aider.

Question 9

9 First aiders should prevent _____ intervention.

[1]

This needed to reflect harmful intervention. This has been a previous response in the role of a first aider.

Question 10

10 A first aid kit should contain at least three pairs of _____ .

[1]

Candidates are required to use the correct terminology – such as disposable or nitrile gloves. This common mistake has been identified in past papers.

Section B overview

Section B allowed candidates to show their understanding in depth and therefore gain marks to achieve the highest grade possible. Candidates need to make sure they are reading the sentence stem related to each question, as these give candidates information that can aid them in answering the question.

Question 11 (a)

11 (a) **Table 11** below shows some of the minimum requirements for the contents of a first aid box according to the Health and Safety Executive (HSE).

Some of the items have been described incorrectly.

Circle the **three** boxes containing the incorrect items.

Six medium-sized, individually wrapped, sterile, unmedicated wound dressings	Eight safety pins	Two sterile eye pads
Leaflet giving general guidance on first aid	An individually wrapped triangular bandage, preferably sterile	Two large wound dressings

Table 11

[3]

Candidates need to make sure they read the question carefully. The key word in the question is **INCORRECT**, yet some candidates were identifying the correct items.

Assessment for learning



Candidates need to be aware of the amount of each item in the HSE minimum requirements in a first aid kit and the correct terminology – e.g., sterile, unmedicated, etc.

Question 11 (b)

(b) Give **two** examples of each of the following types of abuse.

Physical

1

2

Emotional

1

2

[4]

Most candidates gained 2 marks for this question as they repeated an example of the same type of abuse, e.g., hitting/punching/slapping are the same type of physical abuse. Candidates should think about different ways physical and emotional abuse could occur.

Some candidates provided signs of abuse and gained zero marks; therefore, make sure candidates are clear about the difference between types and signs.

Key point

Teachers should use past mark schemes when teaching candidates, to make them aware of what is included and how some marks have multiple issues.

Question 11 (c)

(c) Describe steps that a sports coach should take if they suspect that one of their participants is being abused.

.....

.....

.....

.....

.....

..... [3]

Candidates could tackle this question from two different aspects:

- how they would deal if they suspected abuse – monitor signs of abuse
- report to safeguarding lead, etc.

They would also have been given marks if they went through the process followed if a child disclosed that they had been abused.

Key point

Answers that were seen to be vague:

- just talking to a child – this mark is related to talking to the student calmly/privately
- writing down what was said – this needs to relate to a report being filled out within 48 hours
- talking/reporting to someone higher up – this needed to specify either the manager or safeguarding lead.

Question 12*

12* Jasper is a manager of a busy sports centre with lots of activities for both adults and children. Jasper coaches some junior football sessions as part of his role.

Explain how Jasper keeps both the staff and the customers at his sports centre safe.

[8]

This question enabled candidates to demonstrate their understanding of the whole course – applying as many areas as possible from within the specification that would have an impact on staff and customer safety.

The majority of the candidates identified the use of EAPs, DBS checks, risk assessments and security procedures to keep staff and customers safe.

To gain the Level 3 marks, not only did candidates need to cover a wide range of elements that ensure staff and customer safety, but the candidates also needed to explain how Jasper would make his junior football sessions safe, as this was a specific part of the sentence stem. A lot of candidates did not cover this aspect of the question, so limited themselves to a Level 2 mark.

Assessment for learning



Make sure candidates read the whole sentence stem and cover all the aspects in their response.

In the levelled mark question, they should look to provide as much knowledge as possible and give examples to expand their response, e.g., Jasper should check the football pitch before the session – he would check for litter, dog faeces, holes in the ground. If he found any of these, he would have to (... ..)

Question 13 (a)

13 Alannah and Natalie are lifeguards at Water World - a swimming centre in a large holiday resort.

Water World has two swimming pools, a wave machine, three slides and a toddler area.

(a) Identify and give examples of **three** different types of accidents which might occur in and around the pool area.

Accident 1

Description

.....

.....

Accident 2

Description

.....

.....

Accident 3

Description

.....

.....

[6]

Candidates needed to name the accident, e.g., slipping and not the outcome, e.g., broken leg. They then needed to provide a response that was related to a swimming pool, wave machine, three slides or the toddler area to gain full marks.

Question 13 (b)

- (b) While Alannah was on duty as the senior lifeguard, a swimmer slipped when heading towards the pool and sustained a twisted ankle. Alannah had to complete an accident form.

Name **five** things that should be recorded on an accident form.

- 1
- 2
- 3
- 4
- 5

[5]

This was a straightforward question, with most candidates gaining full marks. Common lost marks were due to candidates giving time and date as two separate responses.

Question 13 (c)

- (c) An adult is choking in the reception area of the swimming centre.

Describe how the first aider should respond to this.

-
-
-
-
-
-

[5]

This question required candidates to show they understood how to deal with choking and that their treatment was in the correct order. They were allowed to miss steps. Lots of candidates started with calling 999, which would be incorrect when dealing with someone choking. Therefore they did not gain any marks. This question has been asked previously, so teachers should use past papers to test and teach candidates correctly.

Support for Emergency First Aid at Work

[St John Ambulance](#) have advice, posters and videos of how to treat all the elements that are included in the emergency first aid at work qualification. Candidates can use these to make sure they know how to treat each area covered in the qualification and in the correct order.

Question 14 (a)

14 (a) Greta is a yoga teacher. She delivers yoga classes to groups of people in schools, leisure centres, village halls and health clubs.

Greta has to complete risk assessments for her classes. The 3rd stage of a risk assessment is 'evaluate risk and decide upon control measures'.

Describe **four** other stages of a risk assessment.

1

.....

.....

2

.....

.....

3

.....

.....

4

.....

.....

[4]

The command word for this question is DESCRIBE – therefore candidates who just named the four missing stages of a risk assessment would not have gained any marks.

Assessment for learning



Make sure candidates identify the command word and reflect this in their response.

Question 14 (c) (iii)

(iii) Fatigue is a psychological hazard which could occur in a sports session.

True / False [1]

Fatigue is a psychological hazard, so this is true.

Question 15

15 Describe how an assistant coach would deal with a fire in the changing rooms of an indoor tennis centre.

.....

.....

.....

.....

.....

..... [5]

This question was answered well as it has been covered multiple times in past papers. The coach using a fire extinguisher to put out the fire was not accepted as there was no indication in the question of the size of the fire.

Supporting you

Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.