

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 4 January 2023 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

Overall the candidates performed well, showing a detailed and applied understanding of the specification. There was a significant improvement of candidates' understanding of safeguarding and dealing with abuse, which was good to see. However, it was still surprising to see how many candidates did not know the types of risk assessments, contents of a first aid kit and type of hazards, as these have all been fairly regular parts of previous assessment material. Many candidates provided a reasonable length of answer for the extended response (Question 13), with most using the second side. However in this series it lacked technical knowledge with many providing a light touch response that did not show knowledge of the specification.

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"> • knew the names of different types of risk assessments • knew about safeguarding • were able to identify contents of a first aid kit • read questions well to make sure they were giving answers that were relevant to the context • were aware of different types of hazards. 	<ul style="list-style-type: none"> • did not know different types of risk assessments • provided limited points about safeguarding • did not know the contents of a first aid kit or were not able to use specific terminology • missed the context of the question and so provided irrelevant answers • did not know different types of hazards.

Section A overview

For the majority of candidates this was a good section with questions seeming very accessible and they were able to name types of risk assessments and other documents. Questions 9 and 10 were well answered by almost all candidates, while Question 5 shows an area that almost all candidates found difficult, indicating centres need to look at this area for future teaching. Question 7 was either well answered and scored 3/3 or poorly answered, scoring 0. Again, centres need to make sure in future teaching more attention is paid to the detail of a first aid kit.

Question 1

1 Identify **two** types of risk assessment.

1

2

[2]

Many candidates did know the answer to this and were able to name a type of risk assessment. There was still a surprising number of candidates however that could not name a risk assessment and provided answers that were off topic like COSHH or see if the first aid kit is full and they appeared not to know what a risk assessment was. General is not accepted in place of generic.

Question 2

2 Identify **two** steps in a risk assessment.

1

2

[2]

This was well answered with many candidates being able to give two steps, the most popular being to identify the risk, who was at risk and to review and monitor.

Question 3

3 A risk assessment is one type of health and safety document that is used in a sport setting.

Name **two** others.

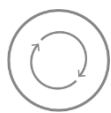
1

2

[2]

This was well answered with candidates showing a good awareness of health and safety documents. Fire log and first aid report was most popular. Some candidates did not gain both marks as they provided a repeat point, about accident reporting, for example first aid report and incident report, or accident report and RIDDOR. These are all types of accident report forms and only gained 1 mark.

Assessment for learning



Centres should try to help students practise / recognise that when a question says 'types' that they must try to give answers that cover different types. This could be by using past papers to practise or recall in class different types, or colour coding notes with highlighters to recognise the different types. A few times in this paper marks were lost by giving the same type of point.

Question 4

4 Identify **three** roles and responsibilities of a health and safety officer at a gym.

1

2

3

[3]

This question resulted in a range of marks from 0 to 3. A range of marks was achieved and there was not really a consistent pattern, however where candidates did not score well was when they provided answers that were more linked to gym staff / instructors, for example, show clients how to lift a weight, or put weights back on the shelf. Provide first aid and ensure all staff are first aid trained were also two common incorrect marks. Any first aider should provide first aid; the health and safety officer does not have to be a qualified first aider and therefore isn't a responsibility of this specific role. All staff do not have to be trained in first aid.

Misconception



A common misconception is that all staff must be first aid trained. This is not the case.

Question 7

7 A first aid kit needs to contain a minimum number of some items. It should have at least:

Four

Three

Twenty

[3]

This was not well answered overall. Many candidates do not appear to know how many of which item is required in a first aid kit and so were guessing and not achieving marks. Technical terminology is not strong in this area, for example, the mark scheme / unit requires knowledge such as sterile plasters or disposable gloves as opposed to rubber gloves or just gloves and plasters. If candidates did know their first aid kit requirements, then they tended to score 3/3.

Assessment for learning



Centres must make sure candidates know the requirements of a first aid kit, and are able to use precise terminology. Practise with missing item worksheets, actual first aid kits and doing memory games by removing items, writing a kit list, etc.

Question 8

8 Identify **one** sport and leisure environment where an emergency might occur.

..... [1]

This was answered very well with most candidates achieving this mark. Some candidates did not gain the mark due to writing an activity and not an environment, for example football or yoga.

Question 9

9 Name a special population group.

..... [1]

This was well answered with the majority of candidates answering 'disabled people' or 'children'. Those who didn't gain the mark on this question provided answers such as hockey players, police officers or teachers. Vulnerable people are not termed a special population group.

Question 10

- 10** Identify **one** responsibility of the fire service during an emergency at a sports facility after staff have evacuated the building.

..... [1]

This was answered well by a high number of candidates but many said that the fire service would check to see if anyone was missing. The fire service would speak to the manager / H & S officer to see if anyone was missing based on the registers. If someone was missing then they would go and look, and this gained the mark, however if everyone was accounted for on the registers then the fire service would not go looking as no one is missing. So check for missing people or search inside to see if anyone is missing did not gain a mark but was a common answer. Put out a fire, was anticipated to be a very common mark, yet was not given by many candidates.

Section B overview

Apart from Question 11 this was a well done section. This series showed definite improvement in candidates' knowledge of safeguarding and responding to abuse, and maintained good knowledge of the evacuation procedure. It did raise issues with exam technique, which is something centres could work on with candidates to help them gain more marks. There were two main errors: 1) not reading the question stem properly so missing the context, e.g. information for planning; and 2) using the words in the question for the answer, e.g. ensure access for Question 11 or plans sessions for Question 12 (b).

Question 11 (a)

11 Ben is a group swimming instructor at a swimming pool which is located within the local leisure centre.

(a) Explain how the manager at the swimming pool can ensure that they follow the Equality Act in terms of access, facilities and staff.

Access

.....
.....
.....

Facilities

.....
.....
.....

Staff

.....
.....
.....

[6]

Candidates appeared to find this question very difficult. They were not able to differentiate between access, as in accessing the building, and facilities. Also, many candidates only gave one point in each category despite it having 6 marks available. There was a large focus on gender, especially of providing nonbinary changing rooms. This is perhaps a sign of the high profile of this topic in the media, however this is not the only focus of the Equality Act. Many candidates also stated that a centre must employ staff that are male, female, disabled and different ethnicities. This is not what the act states, but that there must be equal opportunity for employment.

Question 11 (b)

Ben has a duty of care for his participants.

(b) Describe **four** ways that Ben can protect children and vulnerable adults in his planning and leading of group swimming sessions.

.....

.....

.....

.....

.....

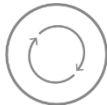
.....

.....

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

Many candidates wrote about things like chlorine levels, displaying signs around the pool, the depth of the pool and having a lifeguard. While these are relevant to safety, they are not things that Ben would do in his planning and delivery. Many candidates said about DBS checks – Ben is a swimming instructor. He would not carry out DBS checks on the lifeguards. However if candidates were on the right track, then they scored well, covering a range of marks on the mark scheme. Risk assessment and staff ratios were provided most often.

Assessment for learning

 Centres must make sure candidates read the stem of the question. This question was about planning and leading by the instructor, not safety aspects that the swimming pool / manager would carry out.

Question 11 (c)

(c) Explain how Ben can protect himself from allegations of abuse.

.....

.....

.....

.....

.....

.....

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

This was well answered with many candidates providing, avoiding one to ones, staff ratios and CCTV as correct answers. Not many candidates scored 4 marks, but mainly because they only provided three points.

Question 11 (d)

Ben suspects that one of his participants has been abused.

(d) Describe how Ben would deal with this suspected abuse.

.....

.....

.....

.....

.....

.....

..... **[3]**

This was very well answered with many candidates gaining full marks. Centres should encourage candidates to report to safeguarding lead as opposed to just saying report to a manager.

Question 11 (e)

(e) Identify **three** possible signs of physical abuse that Ben should be aware of.

- 1
- 2
- 3

[3]

There was a high number of candidates who limited themselves to 1 or 2 marks by providing three repeat points, for example, bruises, cuts and burns. 'Physical harm' is one sign of abuse; bruises, cuts, burns, black eyes, etc. are all examples of this sign. However when candidates did not do this, they scored well with many gaining 3/3.

Question 12 (a)

12 Lexi is a sports coach at the same leisure centre as Ben.

(a) Describe **four** ways in which Lexi would help participants in her sport session in an evacuation due to a gas leak.

-
-
-
-
-
-

[4]

This was generally well answered with many candidates scoring 3 or 4 marks.

Assessment for learning



Evacuating the building did not score any marks as this was in the question and centres should make sure candidates are able to give other points that are not covered within the question wording. Using past papers to look at question wording and marks on the mark schemes would help to do this.

Centres should also encourage students to use more specific terminology, for example, fire exit or emergency exit as opposed to just exit.

Question 12 (b)

- (b) When Lexi is coaching, she has certain roles and responsibilities to carry out as well as thinking about the health and safety of participants.

Give an example for each role or responsibility in **Table 12**. An example is completed for you.

Role or responsibility	Example
Motivator	Is enthusiastic and encourages the participants to get involved and try hard.
Planner	
Role model	
Fairness	

Table 12

[3]

This was not well answered as candidates tended to repeat the question and not provide an example of how Lexi would fulfil the role or responsibility. Many candidates said plan sessions for planner which is vague – the question / table said ‘planner’. They needed to say something about creating session plans with activities on, structuring the timing of sessions or an equivalent. Similarly, for fairness, they could not just say be fair. Candidates needed to say to treat all participants equally or give examples of how this could be done.

Question 12 (c)

When Lexi plans a session she has to consider the participants' needs to ensure the session is as safe and successful as possible.

- (c) Identify **three** pieces of information that Lexi would need to find out about the participants to ensure her session was suitable.

.....

.....

.....

.....

.....

.....

..... **[3]**

This was another question where candidates provided answers that were of all the same 'type'. Many candidates said medical issues, disabilities and health concerns which all came under point 4. Yet this question should have been very accessible and candidates could have said age, ability and gender. It was an identify question so did not need lots of information. Some candidates did not provide three answers. Other candidates again did not read the stem and missed the context. Emergency contact details are not required to ensure the session is suitable.

Question 13*

13* Sandy is the manager of a multi sports facility with a range of facilities, as shown in **Table 13**.

Indoor facilities	Outdoor facilities
Climbing wall	3 grass football pitches
Gym with cardio and weight training equipment	Astro turf
Sports hall	Tennis courts

Table 13

Using examples, discuss the different types of hazards that could occur at this facility.

Explain how Sandy could minimise the risks of these hazards occurring.

[8]

.....

.....

.....

.....

.....

.....

.....

There was a large number of candidates that scored 3 or 4 marks on this question due to not knowing the different types of hazards. Most candidates were able to give examples of hazards for various areas, but were not able to state the different types of hazards: biological, environmental, chemical and psychological. When candidates did know these terms, they provided good answers with relevant examples and suitable ways to minimise the risk and so scored well. Psychological was the least well covered hazard but still, from those that knew the terms, it was still covered reasonably well. A small number of candidates provided answers about fires, missing people and power cuts which are emergencies not hazards.

Question 14 (a)

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

A RIDDOR report should be completed if a participant breaks their finger during a sports session.

True

False

Swimmers should quickly gather their clothes before evacuating to ensure that they stay warm.

True

False

In an emergency, a manager will delegate the role of coordinating staff to a receptionist.

True

False

[3]

Many candidates scored 2/3 marks on this question, with a high number putting the first statement as true, when all three were false.

A few candidates left some of the statements with no answers. Centres should encourage candidates to guess even if unsure as they have a 50:50 chance.


Question 14 (b) (i)

(b) (i) What is the meaning of safeguarding?

.....
.....
.....
..... [2]

Quite a high number of candidates scored 1 mark but not many candidates provided two points here and so limited their ability to gain marks.

Assessment for learning

 Centres should encourage candidates to be specific in their answers. For example, saying safe, ensuring safety was vague. The question has the word safe in it. Candidates needed to indicate that it was in regard to being in someone's care, e.g. safety under their supervision or care. Similarly, it was vague to say protect young people. Protect them from what? Centres should practise / encourage candidates to be more specific / detailed in their definitions.

Question 14 (b) (ii)

(ii) Who does safeguarding apply to?

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

This question provided a mixed response with either the response of children and young adults (correct) or everyone (incorrect).

Question 15

15 Use the word bank provided to complete the sentences below.

DBS checks	public liability insurance	COSHH	PPE
risk assessment	emergency action plan	first aid report	RIDDOR
Data Protection Act	HSE	register of DBS checks	fire log

At a sports centre, there is a need for recording and reporting emergencies.

If somebody has broken their leg, both a and a report form will need to be completed.

In the event of a fire, then the will need to be updated.

The centre will need to comply with, particularly relating to storage of chemicals used for cleaning.

They will also ensure that staff members are suitable to work with children and vulnerable adults by completing

Finally, the centre will need to follow the with regards to storing the personal information of customers and staff.

[6]

This was well answered with many candidates scoring 6/6 marks. The 'gaps' that caused the most common issues were the COSHH and data protection gaps (4 and 6).

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