

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 4 January 2024 series

Contents

| | |
|------------------------------|----|
| Introduction | 3 |
| Unit 4 series overview | 4 |
| Section A overview | 5 |
| Question 1 | 5 |
| Question 2 | 6 |
| Question 3 | 6 |
| Question 4 | 7 |
| Question 5 | 7 |
| Question 6 | 8 |
| Question 7 | 9 |
| Question 8 | 10 |
| Question 9 | 10 |
| Question 10 | 11 |
| Section B overview | 12 |
| Question 11 (a) | 12 |
| Question 11 (b) | 12 |
| Question 11 (c) | 13 |
| Question 11 (d) | 13 |
| Question 11 (e) | 14 |
| Question 12 (a) (i) | 14 |
| Question 12 (a) (ii) | 15 |
| Question 12 (b) | 15 |
| Question 12 (c) | 15 |
| Question 12 (d) | 16 |
| Question 12 (e) | 16 |
| Question 13 (a)* | 17 |
| Question 13 (b) | 18 |
| Question 13 (c) | 18 |
| Question 14 (a) | 19 |
| Question 14 (b) | 20 |
| Question 15 (a) | 21 |
| Question 15 (b) | 22 |
| Question 15 (c) | 23 |

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 [Teach Cambridge](#).

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Unit 4 series overview

This was a good series with candidates showing good knowledge and understanding of the specification. Candidate performance was high as over time, centres have become much better at teaching these areas and preparing candidates for exam questions. An improved ability by candidates to apply knowledge to varying situations was also evident. Candidates also appeared well prepared for answering questions on safeguarding compared to previous series.

Centres need to make sure candidates are aware that when the question asks for a set number of responses, and there are the corresponding answer spaces, e.g. State **two**, and then two answer lines, only the first response on each line will be marked. Some candidates were writing more responses and combining them with the word 'and'. The question specifies a number so they cannot write an endless amount of responses. Candidates need to think and select what they think are the two best responses, not just write everything they know. Centres should make sure candidates are aware of this.

| Candidates who did well on this paper generally: | Candidates who did less well on this paper generally: |
|---|--|
| <ul style="list-style-type: none"> • had good knowledge of names of legislation and reporting • knew the different types of risk assessment and understand the differences • were able to identify the contents of a first aid kit • knew different types of hazards and can give examples. | <ul style="list-style-type: none"> • did not know names of legislation and reporting • could not name risk assessments • could not identify the contents of a first aid kit • could not correctly identify different types of hazards or did not know the names of different types of hazards • did not appear to read the question carefully i.e. naming the NHS as a sporting organisation. |

Section A overview

This was generally well done. Candidates were able to identify the correct type of abuse and define duty of care well across the board. Candidates attempted to give examples of emergencies with varying degrees of success, and this is something centres could practice with candidates. The contents of a first aid kit still pose a problem for many candidates, however the roles of a lifeguard appear to be well understood.

Question 1

- 1 Name the organisation that sets the rules and standards for health and safety in the workplace in the UK.

..... [1]

This question had a very mixed response. Answers were very varied, from the correct one of HSE, to risk assessments, the police, the Government (a popular incorrect response), COSHH, RIDDOR. Many candidates did not know this answer.

Question 2

2 Give an example of how the following emergencies could occur in a sports centre.

Missing person

.....

Suspected bomb

.....

Fire

.....

[3]

Candidates gave mixed responses again to this question. Many candidates were successful in being given the mark for an example of a suspected bomb, but many were not given the other 2 marks. Candidates were not able to give realistic examples, for example saying getting lost in the changing rooms – this is not realistic. Changing rooms are not very big, so it is not realistic to say someone would get lost there and this would result in a missing person. Another incorrect example was crowded sports hall and children being split up from parents. This again is not realistic. That would be a suitable response for a large sports stadium but a sports hall in sports centres would not get so crowded that children would be separated from their parents. Candidates also struggled to give realistic examples for a fire, examples included food being left in an oven for too long, this is unlikely to cause a fire. Candidates should be considering things that could realistically cause a fire in a sports centre such as electrical faults in something like a treadmill or an extractor fan.

Assessment for learning



Teachers need to make sure candidates know realistic examples as to how various emergency situations could occur within a sports centre.

Question 3

3 A child is lacking in energy and has dirty clothes. Identify the type of abuse this could indicate.

..... [1]

This was well answered with most candidates being able to answer neglect. Incorrect responses were biological or physical.

Question 4

4 Fill in the missing words.

Duty of care is the legal and ethical responsibility of those involved in leading activities. It helps to prevent of children and vulnerable adults. It also ensures equal treatment of special population groups such as

[2]

This was well answered. Almost all candidates were able to fill in the first gap with 'maltreatment, harm or injury' but were not as successful on the second gap. Many did say disabled or elderly however a common incorrect response was ethnic minorities.

Question 5

5 Give **two** benefits of having CCTV installed in a gym.

1

.....

2

.....

[2]

This was answered well by most candidates, with common points being keep people safe, evidence, deterrent and monitoring who goes in and out. Some candidates were too vague and said things like 'can see what is happening' – this isn't really a benefit – it needed to be linked to something like 'so can stop someone getting hurt'. Candidates also repeated the same point – stops people stealing and stops people damaging equipment – which were given under deterrent mark.

Question 6

6 The police have been called to a sports centre to deal with a suspected bomb. Give **two** roles the police may carry out in this situation.

1

.....

2

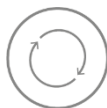
.....

[2]

Some responses to this question were very general and were not felt to show an understanding of how specific roles and responsibilities would be fulfilled in a real-life situation. 'Stop the bomb' was too vague and does not accurately reflect what the police who arrive at the scene would do. A more specific point about 'working with/calling the bomb squad' was seen in some responses and this was given.

Similarly, many candidates said that the police would 'evacuate the centre'. This was not felt to be accurate, as an evacuation process would begin at the same time or as soon as emergency services were called in these circumstances and therefore would be led by staff at the sports centre.

Assessment for learning



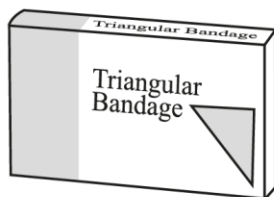
Centres need to help candidates understand real-life emergency situations and what would actually happen. Consider talking through the steps, e.g. you're the manager – you receive a call that there is a bomb in the sports centre. What do you do? From here, change the role from manager, to receptionist, to police etc.

Question 7

7 Circle **three** items that **must** be in a first aid box.



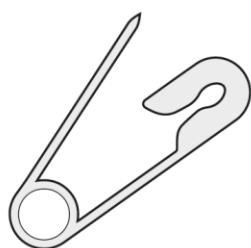
Antibacterial wipes



Triangular bandages



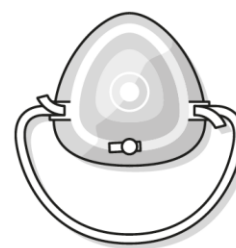
Sterile water



Safety pins



Scissors



Sterile eye pads

[3]

This was well answered by many candidates however many candidates cannot identify the correct equipment in a first aid kit. Some candidates were given 0 marks, many were given 2 marks. The most common incorrect response was antibacterial wipes, followed by scissors.

Misconception



Antibacterial wipes are not one of the HSE's minimum requirements of a First Aid kit.

Assessment for learning



Have a memory tray/picture where items are missing from the first aid kit and ask candidates which are missing. Make pictures like above with correct and incorrect items. The list of required items in in the specification under teaching content 4.4. Centres need to practice this.

Question 8

8 Outline **two** ways in which the Data Protection Act can be followed by a receptionist.

1

.....

.....

2

.....

.....

[2]

This was generally well answered with candidates showing a good understanding of how to follow Data Protection Act. Most common responses were 1, 3 and 4 on the mark scheme however all marks were accessed. Some candidates were only given 1 mark due to giving a repeat point, for example, saying keep information in a locked drawer and having passwords on computers - this was all the same point for being secure/locked.

Question 9

9 Give **two** requirements of the First Aid Regulations (1981).

1

.....

2


.....

[2]

This is the first heading of the teaching content in the first aid section of the Specification, yet candidates are unclear on what the 'regulations' refer to. Some answered with first aid equipment, some gave responses about training. Few candidates were able to answer about centres needing to do a needs assessment, so this was not a mark that was well accessed.

Many were given 2 marks, with the most common responses referring to an appointed person for first aid, correct ratios and a fully stocked first aid kit.

Misconception

 All staff do not have to be first aid trained. This was a common incorrect response.

Question 10

10 Identify **two** roles of a lifeguard in an emergency evacuation.

1

2

[2]

Many candidates were given 2/2 for this question, with the first 4 marks of the mark scheme being the most popular. All marks on the mark scheme were accessed and candidates clearly knew the role of a lifeguard in an emergency evacuation.

'Calling the emergency services' was a response given by some candidates which was not given a mark. The situation in the question is that an emergency evacuation is already happening to which the lifeguard is responding. The lifeguard's roles focus on ensuring the safety of those in and around the pool area, rather than raising the alarm given that something has already triggered an evacuation.

Section B overview

Candidates attempted questions well, giving detailed responses. Dealing with emergencies was well answered and candidates showed a much-improved understanding of COSHH than previous years. Question 12 proved to be a problem for many candidates, with a lot not seeming to read the question.

Centres could do with revising/practising types of risk assessments with examples of when they would be used and different types of control methods with examples.

Extended response answers showed most candidates covering the three bullet points which was good to see, however candidates need to practice giving realistic responses, as a manager checking the lids are screwed on tightly to bottles every day is not very realistic.

Question 11 (a)

11 A netball club have come into a sports hall to start their evening matches and there is water on the court.

(a) Name this type of hazard.

..... [1]

A whole range of answers were seen in response to this question. Many candidates knew it was an environmental hazard, however most candidates gave incorrect answers such as slip trip, water, COSHH and biological. Slip and trip is an example of an environmental hazard, but the question asks for a type.

Question 11 (b)

No one notices the water. During the match a player slips over and hurts their leg. It is a suspected break, and they are taken to hospital.

(b) Name **two** methods of emergency recording and reporting that must be used.

1

2

[2]

Most candidates were given 1 mark for accident book, with many being given 2 marks. A common error from those who were only given 1 mark was providing a repeat point, e.g. first aid book and injury report form.

Question 11 (c)

(c) Give **two** reasons why it is important to keep a record of accidents and emergencies.

- 1
- 2

[2]

This was well answered. All points on the mark scheme were accessed well other than point 4 – inform staff training – which was not accessed well.

Question 11 (d)


(d) The sports centre also has outdoor fields for rugby and football. Give **two** examples of biological hazards that could occur on the sports field.

- 1
- 2

[2]

This was answered very well by a few candidates who clearly knew what a biological hazard was. Most candidates however gave examples mainly of environmental hazards such as waterlogged pitch, frozen pitch and tree branches falling.

Assessment for learning

 Centres should practice giving different examples for the different types of hazards in the specification.

Question 11 (e)

(e) The sports centre has a rota of various jobs for staff to complete throughout their shift. One of the jobs is to clean the changing rooms and toilets.

Suggest **three** steps the staff should take to ensure they minimise any risks to themselves or centre users whilst carrying out the cleaning.

1

2

3

[3]

PPE and signs were very commonly given correct responses. Many candidates were saying close the changing rooms, which is not correct and have training, which is not a step you can take **while** cleaning.

Question 12 (a) (i)

12 The Child Protection in Sport Unit (CPSU), which is part of the NSPCC, helps safeguard children and vulnerable adults in sport.

(a) Name a National Governing Body (NGB) in sport and state **one** way in which they support safeguarding in their sport.

(i) National Governing Body [1]

The most common response was The FA However, many candidates did not provide a name of an NGB. Instead, they said Sport England, CPSU (which was in the question) or left it blank. A few candidates provided international examples such as FIFA.

Question 12 (a) (ii)

(ii) How they support safeguarding
..... [1]

This was answered poorly by most candidates. Most candidates said 'run DBS checks', which the National Governing Bodies don't undertake, as the Disclosure and Barring Service carry out the checks.

Question 12 (b)

(b) Name another sports organisation in the UK that NGBs may work with to ensure the safety of participants in their sport.
..... [1]

Again, this was not well answered. Some candidates named another NGB, e.g. The FA, England Netball, others said CPSU, the police, the NHS, the Government. It appeared that candidates had not read the question correctly as many examples were not sporting organisations.

Question 12 (c)

(c) Coaches have safeguarding responsibilities.
Give **two** examples of how a coach could help to safeguard any children or vulnerable adults in their session.
1
.....
2
..... [2]

This question gained a mixed response. Some candidates were given full marks for mentioning registers, noticing signs of abuse and making sure the session is at the right level. Other incorrect responses were making sure they are happy, provide comfort and making sure they feel safe.

Question 12 (d)

(d) As well as safeguarding, coaches have other responsibilities whilst leading sessions.

Circle **two** of these responsibilities.

Be a friend

Have a healthy diet

Assess risk

Comfort participants if upset

Set ground rules

Communicate with the NGB

[2]

This question gained a mixed response. Many candidates circled the correct responses of set ground rules and assess risk, however many candidates circled comfort participants or communicate with the NGB.

Question 12 (e)

(e) A coach suspects a child in their sessions is being abused.

Give **three** steps they should take.

- 1
- 2
- 3

[3]

Candidates answered this question well, with all marks on the mark scheme being accessed. Speaking to parents was not a correct mark. It may be the case that the parents are the abusers and so you would not contact them. The mark scheme does have a mark for speaking to others that know the child, but speak to the parents was not accepted as a mark.

Question 13 (a)*

13

(a)* A chemical or gas leak is one type of emergency situation that could occur in a sports centre.

- Using examples, explain different ways a chemical or gas leak could occur in a sports centre.
- Explain the steps a manager could take to minimise the risk of a chemical or gas leak occurring.
- Outline what the manager should do during the emergency.

[8]

A whole range of responses was seen in this extended answer question. Some candidates were able to give examples and structured their work well in line with the three bullet points.

Other candidates, who did not access the higher marks, gave unrealistic responses such as:

- managers would check bottle lids are on tightly,
- managers would get the pipes checked every week by a plumber
- someone kicks a ball which hits a radiator, it explodes and gas leaks everywhere,
- managers collecting gas back into a cupboard.

Sometimes candidates got lost in their response, started talking about gas ovens and then moved on to this causing a fire and how the centre would respond.

Another common error was what the manager would do after the emergency was over, and many candidates gave information about completing RIDDOR forms and accident forms, which again were not relevant.

Assessment for learning



Centres could help candidates by giving a range of, or candidates practising giving examples of, different types of emergencies in sports centres, ensuring that these are realistic.

Question 13 (b)

(b) Give **two** reasons why it is important that staff have training to deal with emergency situations.

1

.....

2

.....

[2]

Many candidates were given full marks on this question, with most giving points 1 and 2 on the mark scheme – knowing their roles and keeping people safe. Points 3 and 4 were rarely given as responses. When candidates were only given 1 mark, it tended to be due to giving a repeat point such as, 'so staff know what to do' and 'make sure all roles are carried out'.

Question 13 (c)

(c) Identify **two** pieces of information included in an Emergency Action Plan (EAP) that would help the staff deal with the emergency situation.

1

.....

2

.....

[2]

This question gained a mixed response. When candidates did well, they were clear on what an EAP was, with all points on the mark scheme being accessed, however 1, 3, 4 and 7 being most common.

When candidates were not given marks, it was for one of two reasons. Firstly, the responses were too vague and just said fire exit or muster point with no information to suggest anything about location. Alternatively, candidates didn't understand what an EAP is and started to write about when the accident happened and what treatment was given.

Misconception



An EAP is instructions about how to respond in an emergency situation, not an accident report form. Some candidates were writing what happened, what treatment was given, where the emergency happened etc.

Question 14 (a)

14 Risk assessments are important to ensure the safety of all those involved during an activity.

(a) In the table below state which type of risk assessment would be most appropriate.

| Scenario | Type of risk assessment |
|--|-------------------------|
| A schoolteacher carrying out a risk assessment for a sports hall. | |
| A coach carrying out a risk assessment during a mountain climbing expedition as it looks like a storm is coming. | |
| A gym manager carrying out a risk assessment on a treadmill in a gym. | |
| A netball coach carrying out a risk assessment for a netball match on an outdoor court. | |

[4]

Risk assessments are still not well understood, despite being on all (or almost) all exam papers previously sat. Many candidates could not name a type of risk assessment and gave answers such as hazardous, environmental, health and safety.

Other candidates knew the names of them but were not able to correctly match the name to the example. However, for those that knew the types and what they meant, they were given the full 4 marks.

Assessment for learning



Candidates must learn the names of the different types of risk assessments as then they could have a least had a guess.

Following learning the names of the risk assessment types, centres should give different examples and ask candidates which risk assessment would be carried out.

Question 14 (b)

(b) Part of a risk assessment is to identify control measures to minimise risk.

Give an example of the following types of control measures:

auditory control

visual control

physical control

procedural control

[4]

This was not well answered. Many candidates described what the terms meant but the question asked for an example so they were given 0 marks. Some candidates were given 2 marks – and were able to give an auditory and visual example but only a few were able to give a physical and procedural control. Physical was the category that the least candidates were able to give an example for.

Assessment for learning



Centres need to practice examples of controls for the different categories. Candidates were able to describe what the terms meant, but few were given 4 marks.

Question 15 (a)

15 A first aider arrives at the scene of an accident at a sports centre. Two footballers have been injured.

(a) State **three** things the first aider should do immediately when they arrive at the scene.

- 1
- 2
- 3

[3]

Frequently given responses were clear the area, prevent further harm and check if casualty responds/breathing. Candidates generally performed well on this question, with most getting 2 out of 3 marks and many getting 3 out of 3 marks. Those, who were not given marks, answered with points about giving first aid, carrying out treatments and writing in the accident book. The question asks for immediate steps.

Question 15 (b)

(b) One of the players is breathing but unconscious. Describe how the first aider would put the player in the recovery position.

.....

.....

.....

.....

.....

.....

.....

..... [3]

This showed a very mixed response. Some candidates clearly had no knowledge of the recovery position and gave responses such as lie down with feet in the air or sitting on a chair. Many had some grasp of it but were very vague in their answer with responses such as lie down, roll on side, hands over face or hands cushion head. Many said make sure airway open but no reference to the 'position'. These were given 0 marks.

Those who answered this well were very logical in their steps and gave responses such as back of hand onto opposite cheek, knee bent at 90 degrees, use the bent leg to roll the casualty on their side, tilt their head/chin back to open airway. When candidates followed this logical approach, they were often given full marks.

Question 15 (c)

- (c) When dealing with emergency situations staff members have different roles and responsibilities. Complete the table below to show which member of staff is most likely to carry out the role.

| Role/responsibility | Member of staff who is most likely to carry out the task |
|----------------------------|---|
| Stop the activity | |
| Coordinate staff | |
| Make a PA announcement | |
| Prevent further harm | |

[4]

This was well answered with most candidates being given full marks. When candidates were unsuccessful in being given full marks, it was due to giving an incorrect response for 'prevent further harm'. Incorrect responses included fire brigade and health and safety officer.

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