Cambridge Technicals

Sport

Unit 4: Working safely in sport, exercise, health and leisure

Level 3 Cambridge Technical in Sport and Physical Activity
05828, 05829 & 05872

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL
Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1.   Mark strictly to the mark scheme.

2.   Marks awarded must relate directly to the marking criteria.

3.   The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4.   If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.

5.   **Crossed Out Responses**
        Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

        Rubric Error Responses – Optional Questions
        Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

        Multiple Choice Question Responses
        When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

        Contradictory Responses
        When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.   Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.

7.   Award No Response (NR) if:
      •   there is nothing written in the answer space

      Award Zero '0' if:
      •   anything is written in the answer space and is not worthy of credit (this includes text and symbols).

      Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8.   Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

9.   **Annotations** used by examiners

Multiple Choice Questions

Examiners indicate is 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 <u>not</u> used as it is <u>not</u> 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

<u>Examiner Guidance on annotations</u>

1. General guidance:

   - mark in red ink (supervisors mark scripts they are sampling in green)
   - record the total mark for each **part question** (e.g. question 4 (a)) in the right hand margin
   - record the total mark for each **whole question/section** (e.g. question 4 (a), (b) and (c) total) at the end of the question in right hand margin – <u>circle this total mark</u>

2. For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.

3. For points-marked questions (the majority):

   - Structured scheme: one mark = one point, represented by a **tick**
   - Keep referring to the requirements of each question
   - Take into consideration the sub-max for parts of the question where applicable and indicate '**max**' has been reached for each part as appropriate
   - Ringed mark at the end of each whole question only
   - Use only the agreed annotations when marking.

4. For the levels marked questions:

   - Keep checking for relevance of the response to the requirements of the question
   - Give '**Id**' for each numbered point in the MS indicative content (don't record the numbered point)
   - Give '**Und**' for every point that has been sufficiently developed and shown understanding (often, but not always, indicated by a bullet point in the MS)
   - Put '**Eg**' in the LH margin if a valid, relevant and accurate practical example is given
   - Use other usual annotations on the body of the script.

   - Now review again the answer.
   - Remember to keep checking whether the response actually answers the question set.

- REVIEW THE LEVELS' DESCRIPTORS AND <u>ESPECIALLY THE DISCRIMINATOR POINTS</u> TO PINPOINT THE MARK.
- Write the final mark for the question at the end of the response in the RH margin and also indicate the level awarded (**L1, L2** or **L3**).

FINALLY – remember that

- Some learners may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
- Some learners may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
- Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
- It is unlikely for learners to score 0 (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
- Use your professional judgement and contact your Team Leader if you need help in applying the scheme.

THEN:
- Add up the marks for the whole question and put in RH margin and circle.
- Record all question totals on the front of the script in the grid provided on the cover.
- Add up these question totals to give a final mark and record on top left of script encircled.
- Check for arithmetical errors.
- Transfer question totals to the online mark sheet and make sure the total mark on the online mark sheet agrees with the total on the question paper.
- Ensure marks are legible on the question paper.
- Ensure every page of script is annotated – cross through blank pages and if additional pages/material has been provided and considered in the marking, annotate this in the usual way to indicate any credit given or use '**NBD**' if the material has not attracted additional marks to show it has been seen.

Question			Answer	Marks	Guidance
1			Two marks from: 1. Child Protection in Sport Unit/ CPSU/ NSPCC 2. Social services/ children's services 3. NGBs 4. Police	2	DNA DBS, Childline (not organisations) Child Protection in Sport must be named exactly
2			Two marks for: 1. Physical 2. Emotional	2	Do not accept - mental
3			One mark for: 1. Disclosure (and) Barring Service	1	DBA must be named correctly – Disclosure Barring Service but will accept missing and
			One mark for: 1. To check individuals are suitable to work with children/ vulnerable groups. 2. Check for criminal records/ run criminal record checks/ run background checks 3. Help companies to make safer recruitment decisions 4. Prevent unsuitable people from working with children and vulnerable groups. 5. Decides who should be put on the barred list 6. Decides who should be removed from the barred list	1	Accept stops people with a criminal record from getting a job with children

Question			Answer	Marks	Guidance
4			Two marks from: 1. Braille signs/ instructions 2. Flashing lights to communicate/ alert deaf people 3. Auditory controls in place e.g., doors closing message or emergency evacuation information, hearing loops 4. Have staff to assist 5. Sign language trained staff or recordings of how to use equipment in sign 6. Specific classes/ equipment e.g blind football/ balls with bells in 7. Ramps/lifts 8. Handrails/ guidance dots/ markers to indicate number of steps	2	Accept other suitable examples e.g. assistance dogs/ guide dogs, accessible website with modifications e.g. speaking text Signs – vague due to being relevant for everyone/ legal requirement for fire exit signs for everyone
5			Three marks from: 1. CCTV/ cameras 2. Valuable storage/ lockers 3. Monitoring of entrances by staff/ barriers 4. Membership system (so only members allowed in who have signed up to rules) 5. Vetting procedures for staff/ DBS check 6. Lock changing rooms/ lock door	3	Accept Sign/ sign out system as point 3 Accept answers given in context of finding 'who took it' e.g. check the security footage, check who signed in and out.

Question			Answer		Marks	Guidance
6	**2**		**Health and safety responsibility**	**Staff most likely to be responsible for this job**	2	DNA First aider and manager – in the question paper (example)
			Make sure their qualifications are up to date	*First aider*		
			Make sure everyone signs in and out of the building so they have an accurate record of who is there.	Receptionist		
			Organises the fire drills and checks staff training	Health and safety officer or Fire officer		
7			Two marks for: 1. Makes sure first aid kit up to date/ fully stocked 2. Make sure their **first aid** training is up to date 3. Update staff contact details 4. Report near misses to the health and safety officer/manager 5. Complete accident report forms (identify trends and patterns) 6. Ensure safety to themselves whilst administering first aid. 7. Wear gloves/ avoid cross-contamination/ wash hands/ PPE/ mouth guards 8. Prevent injuries becoming worse/ harmful intervention/ check the area /prevent further harm		2	BOD – make sure trained in first aid/ first aid qualified DNA Risk assessment – this is not the 'role' of a first aider.

Question	Answer	Marks	Guidance
8	One mark from: 1. Gloves 2. Apron 3. Shoe covers 4. Face mask 5. Googles/glasses 6. Chemical suit	1	Accept any other suitable answers
9	<table><tr><td>Number of people</td><td>⬭Fire exit location⬭</td><td>Safety check on gym equipment</td><td>⬭Emergency contact numbers⬭</td></tr><tr><td>What the emergency is</td><td>Where the managers office is located</td><td>Date of emergency</td><td>⬭Meeting point location⬭</td></tr></table>	3	
10	B. Outlines an employer's responsibility with regards to health and safety and liability.	1	

Question			Answer	Marks	Guidance
11	**(a)**		Two marks from: 1. (Legal obligation/moral obligation) to safeguard/to keep people/participants safe 2. (Reasonable care an individual) must take to prevent harm to others/ protect from harm 3. To prevent any maltreatment of users 4. To protect vulnerable children or adults 5. To treat all special population groups equally	2	DNA do register, if injured help them
	(b)		Two marks from: 1. Over 50s/ elderly/ older people 2. Disabled people 3. Postnatal & antenatal women	2	DNA – age

Question			Answer	Marks	Guidance
	(c)		Three marks from: 1. Hole in the ground/ uneven ground/ mole hills 2. Dog waste on the pitch 3. Broken goal post/ broken equipment 4. Glass/ litter (or equiv) on the pitch/ field 5. Weather 6. Chemicals on grass e.g weedkiller 7. Lack of PPE/ incorrect clothing/ equipment 8. Unruly behaviour 9. Blood (spreading between people) 10. Overcrowding/ lack of space 11. Condition of the field/ pitch 12. Somebody/ something wandering into the environment that shouldn't be there 13. Inappropriate coaching 14. Stress/ fatigue/ arousal (leading to lack of focus)	3	Accept other realistic answers e.g. opponents/ players/ref/ goal posts/ spare equipment/ inappropriate equipment DNA tripping/ falling – this is the outcome of a hazard not the hazard itself

Question			Answer	Marks	Guidance
11	(d)		Three marks from: 1. Check the playing area for items that shouldn't be there e.g., rubbish, dog faeces, cans, bottles. 2. Check surface for uneven ground e.g., pot holes/ deal with uneven surface e.g. fill in holes, flatten mole hills, rope / cone area 3. (If indoor) check for spillages 4. Check the equipment (to make sure it isn't broken)/ remove broken equipment 5. Make sure equipment is tidy/ put to the side/ out of way so not a trip hazard 6. Mark out playing space with cones 7. Zone off any hazards/ areas not allowed 8. Carry out a risk assessment/ apply control measures from the risk assessment.	3	Accept other suitable answers if they are realistic things a football coach might do to prepare the environment. DNA answers which do not relate to the coach preparing the environment e.g. check players wearing appropriate kit, check the weather
12	(a)		Role model	1	
	(b)		Three marks from: 1. Gender of participants 2. Ability level 3. Previous experience 4. Fitness levels 5. Health issues/ medical concerns/ disability/ injuries 6. Aims/ targets/ what do they want out of the session 7. Protected characteristics e.g ethnic minorities, pregnancy, transgender, race	3	DNA emergency contact info – this does not inform planning DNA age/ name

Question			Answer	Marks	Guidance
	(c)		Four marks from: 1. Carry out DBS checks on any staff they employ 2. Ensure correct staff to participant ratios 3. Avoid 1:1 situations 4. Share information with other organisations 5. Make sure **safeguarding** training is up to date. 6. Ensure they know who the safeguarding lead is. 7. Deliver safe and appropriate sessions/ suitable skill level/ not pushing participants too hard 8. Make sure no one is left at the end of a session / make sure collected by parent/guardian 9. Following safeguarding policies/ adhere to legislation 10. Making sure children/vulnerable adults are safe in session / not wandering off / strangers can't just access participants 11. Make sure they know the medical needs of the participants 12. Carry out a risk assessment 13. Take a register / head count	4	Mark first four answers only Marks are awarded for how the coach can ensure safeguarding – not responding to a safeguarding issue

13*			**Types:**
			1. Generic risk assessment
			   • Used for general situations/ locations
			   • E.g. for a sports hall
			   • Doesn't account for the activity
			   • Not specific
			2. Site specific
			   • Takes into account actual location and activity
			   • E.g. netball in the sports hall or 100m on an athletics track
				8	**Level 3 (7-8 marks)**
					A comprehensive answer
					   • Detailed knowledge and understanding
					   • Effective analysis/evaluation and/or discussion/explanation/development
					   • Clear and consistent practical application of knowledge
					   • Accurate use of technical and specialist vocabulary

Question	Answer	Marks	Guidance
	3. Dynamic • Continuous process/ adapts/ reviews • Monitors the hazards and then reviews the situation during an activity/event • E.g. a surfing teacher continuously reviewing the weather during a surfing lesson **Steps:** 4. Identify the hazard • Walking around the sports facility/ location and spotting any areas/ risks that could cause an accident or injury • E.g. pot hole on the field 5. Identify those at risk • E.g. identify which user group might be affected such as an older person or first time users 6. Evaluate the risk • Probability x severity = risk level • Probability is how likely it is that the incident/ accident might occur. • Given a score out of 5 – 1 is low probability, 5 is high probability. • Severity is how serious the outcome of the accident would be . • Given a score out of 5 – 1 is injury unlikely, 5 - possible death or permanent injury. • The score is calculated and given a rating. • The higher the score the more risk		• High standard of written communication **At Level 3 responses <u>are likely</u> to include:** • Accurate description of all three types of risk assessment. • Accurate examples of when they would be used. • Detailed explanation of the majority of the steps for carrying out a risk assessment. **Level 2 (4-6 marks)** **A competent answer** • Satisfactory knowledge and understanding • Analysis/evaluation and/or discussion/development 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 **At Level 2 responses <u>are likely</u> to include:** • Satisfactory description of at least two/ the types of risk assessment. • Some examples of when they would be used, but may have inaccuracies.

Question			Answer	Marks	Guidance

			7. Decide on control measures
			  • Identify what can be done to minimise risk/ prevent hazard
			  • E.g. put mats around a trampoline
			
			8. Record findings and implement them
			  • Write the controls on the risk assessment
			  • Action them so staff actually go and put the controls in place
			9. Review and update
			  • After an activity has taken place then the risk assessment should be checked
			  • Any changes or new controls should be recorded.
					• Satisfactory explanation of some of the steps for carrying out a risk assessment.
					
					Level 1 (1-3 marks)
					A limited answer
					• Basic knowledge and understanding
					• Little or no attempt to analyse/evaluate and/or discuss/explain/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
					
					At Level 1 responses <u>are likely</u> to include:
					• Basic description of the types of risk assessment.
					• Limited or inaccurate examples of when they would be used.
					• Basic explanation of the some of the steps for carrying out a risk assessment.

14	(a)		Three marks for: 1. **Triangular** bandages 2. Safety pins 3. **Disposable** gloves	3	
	(b)		Three marks for: False True True	3	

Question			Answer	Marks	Guidance
	(c)		Four marks from: Sub max two marks for each injury: **Cut on leg:** 1. Wear (disposable) gloves 2. (Apply pressure) to stop bleeding 3. Apply a plaster/ dressing/ bandage 4. Elevate the leg **Suffering from shock:** 5. Lie the casualty down 6. Raise their legs 7. Call 999 8. Loosen any clothing around their neck/ chest 9. Keep them warm/ cover with blanket 10. Keep them calm/ reassure them 11. Monitor responsiveness	4	
15	**(a)**		Three marks from: 1. sports hall/ indoor court 2. gym/ fitness suite 3. changing rooms 4. playing fields/ outdoor sports court 5. communal area e.g. reception	3	Do not credit swimming pool and café – in the question.

Question			Answer		Marks	Guidance			
	(b)		Nine marks for:		9	Emergency	Staff member	Action taken	Emergency reporting and recording forms
			1 & 2 (Sub max 2 marks for action taken by manager in a fire)	1. Order evacuation/ trigger alert 2. Call 999/ liaise with the emergency services 3. Oversee EAP/ make sure staff carrying out roles/ co-ordinate staff 4. Do not allow anyone back in to centre. 5. Liaise with receptionist		Fire	Manger	1. 2.	7.
			3.	Receptionist		Missing Person	3.	Make a PA announcement	8.
			4.	Accident/ chemical leak		4.	Café staff	Clean up spillage	
			5.	Coach/ Tutor/ Instructor/ PT					9.
			6.	Power cut		Bomb Threat	5.	Guide people from their class to a safe area	
			7, 8 & 9	1. RIDDOR 2. Accident report book 3. Fire log		6.	Health and safety officer	Provide torches	

Question			Answer	Marks	Guidance
	(c)		Two marks from: Sub max one mark from risk assessment and one mark from maintenance and service records 1. (Risk Assessment) Identifies hazards so can remove them 2. Can put controls/ safety precautions in place 3. Identifies if an activity is too dangerous and should not be done (Maintenance and service records) 4. Checks equipment is safe to use 5. Maintains the equipment / shows what needs to be replaced 6. Checks facilities are safe to use	2	

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

Twitter/ocrexams

/ocrexams

/company/ocr

/ocrexams