

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 4 January 2025 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 [Teach Cambridge](#).

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Unit 4 series overview

The series went well and showed candidates have a good knowledge and understanding of all areas of the specification. Exam technique at times hampered some candidates due to not reading the stem which said 'other than' or 'select two answers' and only giving one response. The extended response answers were not at as high a standard as we have seen previously, with candidates perhaps rushing to get their thoughts down on what they viewed as a 'simpler' question, and in doing so not taking their time to develop their points. Overall, candidates have improved in their knowledge of regulations and organisations and how centres keep to these on a practical level. It is also worth highlighting to candidates when the question specifies a set number of responses and the answer space is structured, for example 'Identify **three**...' then examiners are only allowed to mark the first three answers. On a few occasions candidates were adding their own numbers under the spaces and writing up to six responses. While one can understand their thinking, unfortunately when the question specifies a number only the first set number of responses are marked so candidates would do better to spend their time on another question. Centres could help candidates with their exam technique in two specific ways which would significantly help improve marks for some candidates – firstly by making sure to read the question fully; secondly by looking out for and recognising the synoptic question and therefore being a bit broader minded in their response, bringing in knowledge from Unit 2 or 3.

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 terms from the specification like HSE and COSHH • gave detail to their extended response answer by expanding on their points • showed good application of the regulations, e.g. knowing how to safeguard is actually applied, or how a centre complies with COSHH • fully made a point so it hits the explanation command as opposed to briefly stating a point. 	<ul style="list-style-type: none"> • lacked knowledge of terms so couldn't provide an answer for a name or regulation • gave statements/lots of points and moved on quickly as opposed to explaining their point • lacked knowledge of how the regulations were actually applied in practice • gave brief points so did not hit the credit for explanation in questions which required it.

Section A overview

Section A was well answered overall with many candidates scoring well. Roles of staff in an emergency, duty of care groups and what HSE stands for were particularly well answered with many candidates gaining all marks on these questions. The actual role of the HSE and the contents of a first aid kit proved to be a problem area for candidates. RIDDOR knowledge has improved significantly since the early days of the qualification.

Question 1 (a)

- 1 First aid regulations outline the minimum requirements that a first aid kit must contain. Are the following items part of the minimum requirements?

Place a tick (✓) in the correct box.

- (a) Antiseptic wipes must be included in a first aid kit.

True

False

[1]

This was not well answered. Many candidates did think that antiseptic wipes are a requirement of the regulations.

Question 1 (b)

- (b) Scissors must be included in a first aid kit.

True

False

[1]

This was not well answered. Many candidates did think that scissors are a requirement of the regulations.

Question 2

2 Describe the purpose of maintenance and service records **and** why they are important?

Purpose:

.....

Importance:

.....

[2]

This question showed a split response. Candidates either did know what maintenance and service records were and therefore got both marks (first answer being knowing the purpose and most candidates second answer was about keeping people safe), or alternatively they were less knowledgeable and made a guess about cleaning or risk assessments.

Question 3

3 Other than making a PA announcement, state **two** other roles of a receptionist in an emergency situation.

1

2

[2]

Most candidates answered this well with all marks on the mark scheme being accessed. Calling the emergency services was the most frequently given response.

Question 4

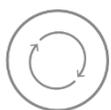
4 Identify what type of risk assessment is being described in the statement below:

‘Carried out before the session, taking into account the location, activity and relevant hazards.’

Type of risk assessment: [1]

Many candidates got this mark. However, there were still surprisingly many candidates who gave an answer that is not one of the types of risk assessments, indicating that they didn't know the types of risk assessments outlined in the specification. Incorrect answers included RIDDOR, COSHH and HSE.

Assessment for learning



Centres must make sure candidates know the names of the three different types of risk assessments and when they are used. Use of past paper questions would help facilitate this.

Question 5

5 Malnourishment is a possible sign of what type of abuse?

..... [1]

This was very well answered by candidates.

Question 6

6 The Health and Safety (First-Aid) Regulations 1981 state that a 'needs assessment' must be carried out.

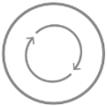
Place a tick (✓) in the boxes, next to the **three** correct considerations of a needs assessment.

- A Full first aid kit
- B Have a defibrillator
- C History of accidents
- D Location of the first aid kit
- E Nature of the workplace/activity
- F Remoteness of the facility from emergency services

[3]

Most candidates answered unsuccessfully, showing that needs assessment is an area of the specification that candidates may not understand. The answers were C, E and F, but most candidates answered A, B and D.

Assessment for learning



Centres really need to go through what a needs assessment is in more detail.

The OCR Cambridge Technicals textbook has a section on page 77. It says:

In assessing their needs, employers should consider:

- the nature of the work and workplace hazards and risks
- the nature of the workforce
- the organisation's history of accidents
- the size of the organisation
- work patterns
- the remoteness of the site from emergency medical services
- annual leave and other absences of first aiders and appointed persons
- first aid provision for non-employees.

Question 7 (a)

7

(a) What does the acronym HSE stand for?

..... [1]

This was generally well answered. When candidates did not get the mark, it was generally due to them not knowing what the E stood for. Many knew Health and Safety, but a common incorrect answer was Education.

Question 7 (b)

(b) Give **one** role of the HSE.

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

Many candidates got 0 marks on this question. Candidates that did well were able to say that the HSE set the guidelines for health and safety for organisations to follow. Point five on the mark scheme was the least accessed mark. 'Make sure everyone is safe' was a commonly given incorrect answer.

Assessment for learning



Aside from just knowing the name, teachers need to give a bit more in depth information/research into what the organisation is and what they do.

Question 8

8 Other than children and people with disabilities, name **two** special population groups that need to be treated equally under duty of care.

1

2

[2]

This was well answered, with many candidates getting two marks. There was still a reasonable number who only scored 1 mark due to giving children or people with disabilities as one of their answers, despite the question saying other than those two groups.

Assessment for learning



Centres could help candidates by encouraging them to underline key bits of the question – this may help them remember all aspects of the question.

Question 9

9 State **three** pieces of information that need to be included in an emergency evacuation procedure.

1

2

3

[3]

Many candidates answered well, getting 2 or 3 marks. Candidates that did not do well gave answers like what the emergency was, what the date was; as if an emergency evacuation procedure is a write up of what happened after an emergency as opposed to a procedure that plans how to deal with an emergency. Or they provided vague answers, e.g. fire exit, meeting point. This is a Level 3 qualification and needs to be more specific. An evacuation plan does not say fire exit – it has the location of the fire exits or a map of where the fire exits are, likewise with the meeting point. Candidates must be clear in their answer.

Exemplar 1

- 1 registers
- 2 fire doors
- 3 assembly point

[3]

This exemplar shows how candidates gave vague answers, and it is important that they are encouraged to add detail and be specific to represent the fact that this a Level 3 qualification.

Assessment for learning



Candidates must be clear/specific in their answer – LOCATION of fire exits, LOCATION of the meeting point.

Question 10

10 Give **two** examples of injuries that would be reported under RIDDOR regulations.

- 1
- 2

[2]

Answers to this showed quite a mixed response, but overall responses did show that candidates knew what RIDDOR is. However many candidates wrote death, however this is not an injury so while RIDDOR might be used to report a death the question was about injuries. Concussion was also another common incorrect answer.

The most common correct answer was a broken bone, but candidates accessed all marks on the mark scheme apart from point six (Any scalping requiring hospital treatment).

Section B overview

There has definitely been an improvement compared to previous series in candidates' knowledge and understanding of legislations and application within a sports setting. Candidates showed good understanding of how COSHH is followed as well as the Data Protection Act. The extended response was not answered as well as predicted despite being a more accessible area of the specification. Candidates clearly know information about first aid and responding but appeared almost to get carried away in a rush of trying to get all their thoughts out that they missed points and made points quite briefly as opposed to showing more developed thinking.

Question 11 (a)*

11

(a)* During a rugby training session on a playing field, there is a collision between two players. One suffers a cut to the head and the other breaks their arm.

- Explain what the sports coach and the first aider should do.
- Explain what equipment they would use from the first aid kit and why.
- Suggest what emergency reporting and recording paperwork would need to be completed.

[8]

This was not answered as well as expected. It was deemed to be a very accessible question due to the nature of the topic but also the structured bullet points. However, candidates' responses were generally fairly basic - almost missing some of the obvious steps and jumping straight in. Perhaps an easier topic area made them miss the simple steps. Many candidates did not explain that a coach should stop the game, assess the situation, prevent further harm and call the emergency services; but rather jumped in to put on gloves and apply a plaster.

Candidates who did well were able to cover the three bullet points in detail, explaining their points in doing so gaining development credit.

Less successful candidates were overall more superficial in their answer – giving one or two knowledge marks per bullet but not going into any more detail.

Mark scheme points were all accessed, however, contacting next of kin and keeping the casualty warm were less frequently given. RIDDOR was mentioned a lot for bullet point three, but few candidates recognised that this was only for the broken arm and not the cut.

Assessment for learning



Centres could help candidates by practising questions that have bullet points to develop a good exam technique, e.g. being methodical and numbering the bullet points and then making sure they have a paragraph (or more) for each bullet point.

Alternatively, helping candidates to practice planning with three little spider diagrams, one for each bullet point, would help them to gather their thoughts and remember all the points they need to put down before they start to write. This helps them not to get lost when they do then begin to write.

Question 11 (b)

(b) Other than a playing field, give **two** other types of outdoor sports and leisure environments in which emergencies may occur.

1

2

[2]

Most candidates got full marks for this question. When candidates did not get full marks, it was due to giving an indoor location, e.g. changing rooms, sports hall while the question asks for outdoor locations.

Question 12 (a)

12

(a) Give an example of each of the following types of hazards:

Environmental:

Biological:

Chemical:

Psychological:

[4]

Candidates were able to give correct environmental and biological hazards but were less successful with chemical and psychological examples. A gas leak is an emergency not a chemical hazard.

Question 12 (b)

(b) A risk assessment can be used to reduce the risk of hazards.

Number the following statements from 1–5, in the correct order for the steps taken when carrying out a risk assessment.

Record findings and implement them	
Identify hazard	
Review and update risk assessment	
Evaluate the risk and decide on control measures	
Identify those at risk	

[5]

Candidates showed good knowledge of the order of the steps of a risk assessment with most getting at least 3, if not the full 5 marks.

Question 12 (c)

(c) Give an example of each of the following control measures that could be used to minimise hazards.

Auditory:

.....

Physical:

.....

Procedural:

.....

[3]

This was not a well answered question across all levels of candidates. Many candidates described what the term meant, e.g. auditory means a noise or verbal warning as opposed to giving an example of an auditory control measure. Many candidates gave the answer 'signs such as a wet floor sign' as a physical control. Wet floor signs are a visual control.

Question 12 (d)

(d) Other than a National Governing Body (NGB), name **one** organisation that is involved with safeguarding children and vulnerable adults.

..... [1]

This was well answered with many candidates stating police, social services or NSPCC.

Question 13 (a)

13
(a) Which **two** of the following statements define safeguarding correctly?

Place a tick (✓) in the correct boxes.

- A Preventing impairment of health and development
- B Protection from maltreatment
- C Responding to abusive people
- D Treating all participants equally

[2]

This was well answered. However, many candidates only ticked one box and did not read the question properly stating which **two** of the following statements.

Question 13 (b)

(b) Suggest **three** ways in which a manager can meet safeguarding requirements.

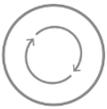
- 1
- 2
- 3

[3]

Some candidates both knew this answer and did well, being able to give a range of answers from the mark scheme. There has been a significant improvement over the last few series on candidates' knowledge of safeguarding and ability to answer questions about how a workplace can meet safeguarding requirements – see exemplar below.

However, it was clear that many candidates are still not clear on what safeguarding means in a practical sense and centres need to help them with this area.

Assessment for learning



Centres need to help candidates understand what safeguarding means in terms of how a centre can meet safeguarding requirements as opposed to just learning a definition. The past paper questions would help get them exam ready.

Exemplar 2

- 1 Provide staff with regular safeguarding training.
- 2 ~~Do~~ Perform thorough background and DBS checks of any potential new staff.
- 3 Ensure staff are aware of the safeguarding lead.

[3]

A strong response showing good awareness of how safeguarding requirements can be met.

Question 13 (c)

(c) National Governing Bodies (NGB) have a role in safeguarding.

Identify **three** other roles of a National Governing Body.

- 1
- 2
- 3

[3]

Overall, this was well answered with candidates giving a range of responses from the mark scheme. In the cases where candidates were less successful, they assumed that this must have to do with health and safety and did not appear to be aware of the fact a synoptic question would be in the paper. They therefore gave answers about ensuring first aid provision and carrying out risk assessments.

Exemplar 3

- 1 ~~Child Protection~~ Equality within the work place:
- 2 ~~Child Service~~ Ensure that the employees are trained.
- 3 ~~Fire logs and reports forms~~ are filed in Emergency procedures are in place.

[3]

This exemplar shows that the candidate was trying to answer a synoptic question with Unit 4 safeguarding/duty of care content, indicating they were not aware that there is a synoptic question.

Assessment for learning



Centres need to make sure candidates are aware that there is a synoptic question on the paper, so one (or more) questions will use knowledge from another unit.

Teachers could practice going through past papers in class trying to identify the synoptic question and then doing them. This could raise candidates' awareness of the type of things that could be asked from another unit.

Question 14 (a)

14 COSHH and the Data Protection Act are two pieces of legislation a sports centre must comply with.

(a) What does the acronym COSHH stand for?

..... [1]

This was very well answered.

Question 14 (b)

(b) Give **three** examples of how a sports centre complies with COSHH.

- 1
- 2
- 3

[3]

This was answered quite well, with the most common answers being locked storage and PPE. Some candidates did not have a third answer and so left it blank.

Some candidates did not gain a mark for saying store chemicals safely or not left around. This was classed as vague.

Question 14 (c)

(c) Give **two** examples of how a sports centre could comply with the Data Protection Act.

- 1
- 2

[2]

Many candidates had a good understanding of how to protect data, perhaps with the prevalence of it in society. Locked computers, not sharing and deleting/destroying customer information when no longer a member were the most common answers. Some candidates gave a repeat answer of locked computers and locked storage, which was the same mark so limited themselves to 1 mark.

Question 14 (d)

(d) A leisure centre will have certain security procedures in place to protect people and their possessions.

Give **three** examples of security procedures that should be in place.

1

2

3

[3]

This was very well answered with many candidates getting 3 marks, showing they had good knowledge of security procedures.

Question 15 (a)

15 A gym user falls over some equipment that is left out on the floor and cuts their leg. They are treated by one of the staff at the gym.

(a) Other than a cut, give **two** other examples of minor injuries that could be treated under the Emergency First Aid at Work qualification.

1

2

[2]

This was not particularly well answered. Many candidates gave answers such as choking, shock, concussion and broken leg all of which are not minor injuries.

Candidates who did get full marks commonly gave sprains and bruises as the answers, but all marks on the mark scheme were accessed.

Question 15 (b)

(b) Suggest **four** ways that a sports coach could minimise risk before a session starts in order to avoid accidents.

- 1
- 2
- 3
- 4

[4]

Candidates had good knowledge of minimising risk and gave a range of answers of how the coach could minimise risk, with many getting 3 or 4 marks. Checking the playing area, removing hazards, risk assessments, checking kit, checking equipment were all common answers. When candidates did not perform so well, this tended to be due to them repeating answers. For example, checking for injuries, checking for disability, checking if need medication – all a repeat mark. Or filling in potholes, picking up litter - again all a repeat mark for 'dealing with hazards.'

Question 15 (c)

(c) Explain **four** ways in which a power cut in a sports centre could put people's safety at risk.

- 1
- 2
- 3
- 4

[4]

Candidates gave varied responses to this question. Candidates should be aware that a power cut does not make it pitch black and that emergency lighting signs still work. However, candidates who did well were able to give answers from the range of marks on the mark scheme, such as collisions, tripping over equipment, not being able to contact emergency services.

Not being able to see was deemed vague – this does not explain a way in which safety is put at risk for a Level 3 qualification. It needed the explanation to follow – can't see so...trip over equipment or can't see so... walk into another person.

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