

Cambridge TECHNICALS LEVEL 3

# SPORT AND PHYSICAL ACTIVITY

Cambridge  
TECHNICALS  
2016

Combined feedback on the January 2017  
Exam Paper (including selected exemplar  
candidate answers and commentary)

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

Version 1

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# INTRODUCTION

This resource brings together the questions from the January 2017 examined unit 4, the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for question 11b.

The marking guidance and the examiner’s comments are taken straight from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from Interchange.

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-sport-and-physical-activity-level-3-certificate-extended-certificate-foundation-diploma-diploma-05826-05829-2016-suite/>

**OCR**  
Oxford Cambridge and RSA

**Level 3 Cambridge Technical in Sport and Physical Activity**  
05828/05829/05872

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

**Wednesday 18 January 2017 – Morning**  
Time allowed: 1 hour 30 minutes

You may use:  
• None

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Centre Number: \_\_\_\_\_ Candidate Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_

**INSTRUCTIONS**

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer all the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).

**FOR EXAMINER USE ONLY**

Question No.	Mark
1	/2
2	/3
3	/3
4	/3
5	/3
6	/1
7	/1
8	/1
9	/1
10	/2
11	/16
12	/10
13	/8
14	/8
15	/8
<b>Total</b>	<b>/78</b>

**INFORMATION**

- The total mark for this paper is 78.
- The marks for each question are shown in brackets [ ].
- Quality of written communication will be assessed in the question marked with an asterisk (\*).
- This document consists of 12 pages.

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**OCR**  
Oxford Cambridge and RSA

**Cambridge Technicals in Sport and Physical Activity**  
**Sport**

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

Level 3 Cambridge Technical Certificate/Diploma in Sport  
05826-05829, 05872

**Mark Scheme for January 2017**

Oxford Cambridge and RSA Examinations

**OCR**  
Oxford Cambridge and RSA

**Cambridge Technicals in Sport and Physical Activity**

Level 3 Cambridge Technicals Certificates in Sport and Physical Activity  
05826, 05827

Level 3 Cambridge Technicals Diplomas in Sport and Physical Activity  
05828, 05829, 05872

**OCR Report to Centres - January 2017**

Oxford Cambridge and RSA Examinations

## GENERAL EXAMINER COMMENTS ON THE PAPER

There were some good scripts provided in response to the Unit 4 examination for the Cambridge Technicals in Sport and Physical Activity, with the majority of scripts being mid-range to low scoring. Few learners achieved higher scores due to what would appear to be gaps in knowledge of some areas of the specification, for example safeguarding and duty of care, and also some poor exam technique and misunderstanding of questions. Learners were sometimes too repetitive in their answers, giving several good examples of the same knowledge points, or not providing sufficient range in their response, for example, making three points in response to a question with five marks available. This filled the space and therefore perhaps led learners to think they had answered the questions sufficiently relative to the marks available, when in many instances this was not the case. Across the whole paper this can have a significant impact, and so should be an area that centres could work on.

Section A was generally done well, with many learners scoring well. The multiple choice and matching questions were answered correctly by a high percentage of learners. Section B showed varied performance by learners, some scoring well on certain questions then very poorly on others, reflecting areas of the specification that had been taught in more detail or simply areas of the specification that learners weren't as confident on. Answers also showed that many learners were not clear on the difference between a hazard and an emergency. However, learners who knew what a hazard was proved good at applying their knowledge to sport and leisure examples.

Questions 1, 2, 3 and 4

**Section A**

Answer **all** questions

**1** Identify **two** emergencies that could occur at a leisure centre.

- ..... *1. Accidents (e.g. slipping, drowning)* .....
- ..... *2. Fire* .....
- Alternative answers: .....
- Missing person / chemical or gas leak / power cuts / suspected bomb* .....

**[2]**

**2** Identify **one** role that each of the following staff members might take on in an emergency evacuation.

- Instructor/coach .....
- ..... *1. Leading customers to a meeting point* .....
  - ..... *2. Checking the reception area for customers / making sure customers exit* .....
  - ..... *3. Contacting line manager* .....
  - ..... *4. Contacting emergency services* .....

- Lifeguard .....
- ..... *1. Ensuring the pool is emptied safely / promptly* .....
  - ..... *2. Ensuring that customers don't run* .....
  - ..... *3. Checking changing rooms for customers* .....
  - ..... *4. Guiding customers to exits* .....

- Manager .....
- ..... *1. Communicate with staff / give instructions to staff / assist staff* .....
  - ..... *2. (Use reception) register to account for all customers* .....
  - ..... *3. Ensuring that all customers leave the building safely / promptly* .....

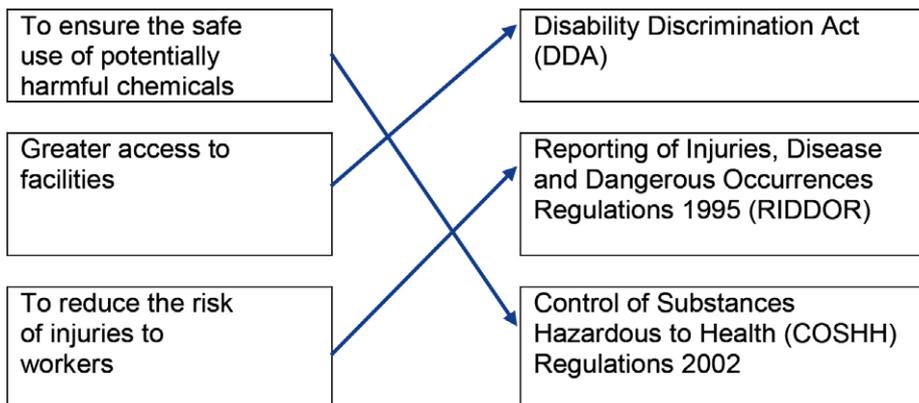
**[3]**

**3** Describe the purpose of a first aid report book.

- ..... *1. To document what happened / as a record of what the incident was and what treatment was given/record what first aid treatment was given.* .....
- ..... *2. Helps employers to identify accident trends / patterns* .....
- ..... *3. Helps employers to manage risk levels* .....
- ..... *4. Gives staff ideas for improvements of procedures* .....
- ..... *5. A reference for future first aid training needs* .....
- ..... *6. For any insurance / litigation / investigative purposes* .....

**[3]**

**4** Draw a line to link each aim to the most appropriate piece of legislation.



**[3]**

## Mark scheme guidance

- 1 Accept any suitable examples.
- 2 Do not accept evacuate on own = repeat of question.  
Where answers use term evacuate or equivalent there needs to be some sense of who is being evacuated.

## Examiner comments

**1**  
This was well answered with most learners achieving full marks.

**2**  
Generally learners were able to identify roles fulfilled by an instructor and lifeguard however responses were not as good for the manager, with learners saying they would ring the emergency services, or go back into the building to find the cause of the emergency or to find people.

**3**  
Many responses achieved two marks out of three here with many learners being aware that the purpose of the first aid book was to record what had happened and that it was important if there was any litigation. However points two, four and five on the mark scheme were rarely achieved.

**4**  
Very well answered by almost all learners.

## Question 5, 6, 7, 8 and 9

5 Explain what is meant by 'duty of care'.

..... **1. A legal / moral obligation** .....

**Alternative answers:** .....

**2. Is (the national imposed standard of) reasonable care an individual must take to prevent harm to... others / ensure the safety and welfare of users.** .....

**3. To prevent any maltreatment of users.** .....

**4. To protect vulnerable children or adults.** .....

**5. To treat all special population groups equally (i.e. over 50s, under 16s, disabled, postnatal & antenatal).** .....

[3]

6 Which **one** of the following is a key piece of information for reducing risk in a leisure centre?

Put a tick (✓) in the box next to the correct answer.

(a) Order form for sports equipment

(b) Personal fitness records

(c) Maintenance and service records

(d) Staff payslips

[1]

7 Identify **one** environmental hazard in a leisure centre changing room.

..... **1. Slip or trip hazard** .....

**Alternative answers:** .....

**2. Faulty equipment (e.g. broken lockers / doors / showers).** .....

**3. Damaged flooring.** .....

[1]

8 Give **one** benefit of installing CCTV in a swimming pool reception area.

..... **1. To protect employees** .....

**Alternative answers:** .....

**2. To protect customers / users.** .....

**3. To protect the facility.** .....

[1]

9 Which **one** of the following is a responsibility of a first aider?

Put a tick (✓) in the box next to the correct answer.

(a) Preventing members of the public taking photographs

(b) Preventing other staff members from calling 999

(c) Preventing delay in the recovery of a patient

(d) Preventing damage to personal protective equipment (PPE)

**Mark scheme guidance**

- 7** Accept relevant examples of 1-3 for a mark e.g. broken benches, water on the floor.  
Do not accept identification of objects without indication as to why they are a hazard e.g. 'bench' on own.
- 8** Do not accept 'to see/seeing who goes in or out' without any reference to checking/monitoring.

**Examiner comments**

- 5**  
A high percentage of learners knew what a duty of care was which was good, but not many were able to explain it in more detail than points one and two of the mark scheme.
- 6**  
The majority of learners answered this correctly, however for those who did not gain this mark, the wrong answers varied across a) and b).
- 7**  
Consistently answered well by many learners, most answering 'wet floors'. Where learners did not achieve the mark it was due to not understanding what an environmental hazard was in the first place, or simply just stating 'a bench', without explaining why this was a hazard.
- 8**  
Lots of learners were too vague on this answer just saying CCTV enabled the centre to 'see who was in and who was out', with no recognition of monitoring/security/prevention.
- 9**  
The majority of learners identified the correct answer on this question.

## Question 10

**10** State **two** safeguarding requirements that should be in place at sport, exercise, health and leisure facilities.

..... **1. Effective recruitment of staff** .....

..... **2. Effective training for staff** .....

**Alternative answers:** .....

**3. Clear lines of accountability** .....

**4. Agreeing to share information with other organisations** .....

**5. To have clear safeguarding policies** .....

**6. Correct staff ratios / avoid 1:1 situations** .....

**7. Having a designated safeguarding lead** .....

**8. Adherence to legislation (i.e. Mental Capacity Act 2005; Children Act 1989/2004)** .....

**[2]**

### Mark scheme guidance

Accept relevant example of safeguarding policies e.g. DBS check.

### Examiner comments

Overall this question wasn't answered particularly well, with confusion between duty of care and health and safety. The mark scheme covers all the points from the specification, but it was clear most learners were not very confident on this area, really only hitting marks five and six. Some learners answered this from a very applied point of view, giving good examples of safeguarding policies, for example DBS checks and staff ratios, and guidance was added to the mark scheme to make sure credit was given for these answers. Centres should provide practice questions or scenarios for learners on the topic of safeguarding in their teaching to help them to understand how to apply their knowledge.

## Question 11

## Section B

Answer all questions

- 11 \*** Leon is a cycling coach. He provides coaching to groups of children at his local cycling track. As part of his training, he is made aware of the importance of safeguarding.

(a) Explain why it is important that Leon understands how to safeguard the children who he coaches.

- ..... 1. *To prevent maltreatment / protecting people from cruel or violent treatment.* .....
- ..... 2. *To prevent impairment of health and development* .....
- ..... 3. *Ensuring that children are in safe and effective care* .....
- ..... 4. *To protect staff from allegations of abuse by:* .....
- *Avoiding one-to-one situations with children* .....
  - *Taking children to a public reception when waiting to be collected* .....
  - *Ensuring that correct staffing ratios are adhered to. Accept examples i.e. 1:10 ratio for 13-18 years olds with a minimum of two staff members...*
- ..... 5. *To enable staff to identify signs of abuse:* .....
- *Physical injuries* .....
  - *A refusal to change or undress* .....
  - *Overly emotional / introverted / aggressive / development of speech impediments* .....
  - *Neglect: (lack of energy / tiredness / poor personal hygiene* .....
  - *Sexual: mood swings / inappropriate sexual behaviour* .....
- ..... 6. *Allowing staff to understand types of abuse:* .....
- *Physical (e.g. hitting)* .....
  - *Emotional (e.g. bullying / name calling / pressure to perform)* .....
  - *Neglect (e.g. lack of supervision / using unsafe equipment)* .....
  - *Sexual (e.g. forcing somebody to take part in sexual activities / encouraging people to behave in a sexually inappropriate way* .....
- ..... 7. *Knowing how to deal with suspected abuse:* .....
- *Talking to the child or vulnerable adult* .....
  - *Talking to others who know the child or vulnerable adult* .....
  - *Following safeguarding procedures* .....
  - *Reporting to appropriate personnel / authorities i.e. Social Services / Emergency Services.....*
- ..... 8. *Understanding the organisations involved in safeguarding children (e.g. Child Protection in Sport Unit (CPSU) / Social Services / NGBs).* .....
- ..... 9. *So that children / young people enjoy the activity / session*.....

[8]

## Mark scheme guidance

## 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
- High standard of written communication.

## At Level 3 responses are likely to include:

- Detailed explanation of the factors relating to safeguarding children
- Terminology which implies an understanding of the meaning of safeguarding
- Application to the context of a coaching situation, or specifically to cycling coaching scenarios
- Several points to be developed and/or exemplified.

**Level 2 (4-6 marks)****A competent answer**

- Satisfactory knowledge and understanding
- Analysis/evaluation and/or discussion/explanation/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 are likely to include:**

- Satisfactory explanation of the factors relating to safeguarding children
- Attempts to use terminology which implies an understanding of the meaning of safeguarding
- Application to the context of a coaching situation, or specifically to cycling coaching scenarios may be vague
- Not all points are developed and/or exemplified.

**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 are likely to include:**

- Basic knowledge of the factors relating to safeguarding children
- More descriptive than explanatory, and terminology which implies an understanding of the meaning of safeguarding
- Little application to the context of a coaching situation, or specifically to cycling coaching scenarios may be vague
- Few if any developed and/or exemplified points.

**Examiner comments**

Again, safeguarding was often confused with health and safety and duty of care. Generally this was not well answered. Most students attempted the question which was good and many achieved one or two marks, however often answers were too brief or confused with a different area of the specification. Risk assessments also were a common focus of learner's answers. If learners understood safeguarding then they tended to show a good understanding of types of abuse and that Leon could be open to allegations, however answers were still too brief in a lot of cases. The mark scheme provided learners the opportunity to gain quite a lot of developed points, showing understanding for the signs of abuse, the types of abuse and how to deal with it, but learners were fairly superficial in their responses, only mentioning one type/sign of abuse as an example. Very little knowledge was shown regarding the organisations involved in safeguarding. For future examinations, learners need to develop their points more in order to show a more detailed understanding of the topic in the levels of response question in order to access the higher marks. Learners can recognise a 'levels of response' question by an \* next to the question number.

## Question 11b and c

- (b) Part of Leon's duty of care when coaching is to treat all participants equally.  
Describe how Leon can do this in his coaching sessions.

- ... **1. Planning sessions appropriate to the activity level of the learners** .....
- ... **2. To treat all participants fairly / fair access** .....
- ... **3. Having realistic expectations of pupils' ability** .....
- ... **4. Providing opportunities for all pupils to improve** .....
- ... **5. Considering those from special population groups (i.e. under 16s / disabled)** .....
- ... **6. Not discriminating against those individuals from special population groups** .....
- ... **7. Ensure that all equipment is maintained and fit for purpose** .....
- [4]**

- (c) Poppy works with Leon as a coaching assistant. She has some responsibility for completing risk assessments for their coaching sessions.

Describe how using risk assessments could make sessions safer for the children participating.

- ... **1. Identifying hazards, including those that are changeable: e.g. weather conditions / surface used / condition of equipment** .....
- ... **2. Identifying risks for individuals with specific requirements / needs e.g. medical conditions, partially sighted.** .....
- ... **3. Control or reduce risk levels during the activity** .....
- ... **4. Monitoring the progress and ability levels of the participants** .....
- ... **5. Changing or altering an activity if the risk is too high** .....
- ... **6. By ensuring that staff are well trained / staff qualifications are up-to-date** .....
- ... **7. Appropriate use of Personal Protective Equipment (PPE)** .....
- ... **8. Complying with health and safety policies / normal operating procedures** .....
- [4]**

## Mark scheme guidance

**11b** 4 x synoptic marks for applying knowledge from Unit 2 LO5.  
Equal opportunities = benefit of doubt for point 2.

**11c** 4 x synoptic marks for applying knowledge from Unit 2 LO5.

## Examiner comments

**11b**

This question was answered poorly, with learners just exemplifying the same point in different ways. Learners often repeated the question saying he should treat participants equally. The majority of learners achieved point two, but only that point – but in three different ways, giving several examples of how Leon would treat them fairly. Centres should use this mark scheme to help them in their teaching to make sure learners are aware of different aspects of equality within a session, beyond just 'treating people the same/fairly'.

**11c**

This was generally answered well with most learners being aware that a risk assessment identifies hazards and controls the risks. Some learners achieved point two for referencing risk for individuals; however there was poor coverage of points five to eight on the mark scheme.

## Exemplar candidate work

## Question 11b – low level answer

(b) Part of Leon's duty of care when coaching is to treat all participants equally.

Describe how Leon can do this in his coaching sessions.

By showing them all an equal  
amount of attention and coaching and not  
teaching skills to one child and not  
the others.

[4]

**Commentary**

This question requires learners to describe four ways in which Leon can ensure that he treats participants equally.

Firstly, there are four marks available for this question so answers need to provide at least four points. This answer is low level as the candidate has limited themselves by giving a brief response and not including four points. This candidate has attempted to give two marks but has only actually given one answer – 'to give equal attention' and then written the same point again, but using different words.

To improve this answer the candidate needs to include more points such as not discriminating against special population groups or providing opportunities for all to improve. However, they need to make sure they are not just using the word 'equal' and that they actually give different ways that Leon could do this – as opposed to giving different examples of treating them equally.

## Question 11b – medium level answer

(b) Part of Leon's duty of care when coaching is to treat all participants equally.

Describe how Leon can do this in his coaching sessions.

Avoiding exclusion of people such as disabled participants.  
~~Providing~~ Carrying out alternative activities allowing and  
 enabling everyone to join in, such as wheelchair basketball.  
 Provide all participants with the same opportunities.  
 Leon shouldn't show favouritism towards a participant. [4] 2

**Commentary**

This answer is a medium level answer as it clearly states two different points that are well described. However this answer ends up repeating the same error as the low level answer by giving the same point but using different words, for example, provide all participants with the same opportunities and shouldn't show favouritism.

To improve this candidate just needs to write more knowledge points, covering different aspects of equality, for example, realistic expectations or planning sessions for all abilities.

## Question 11b – high level answer

(b) Part of Leon's duty of care when coaching is to treat all participants equally.

Describe how Leon can do this in his coaching sessions.

*Leon should make sure that he treats all participants fairly and does not discriminate against any children, regardless of age, ability, gender or ethnicity. He should make sure that he has planned his track sessions appropriately taking into account the different needs and abilities of the children in the group, ensuring that they all have the same chance to improve in the cycling activities. But he also needs to remember to have realistic expectations of the children and not to push them too hard or put too much pressure on them.*

[4]

### Commentary

This answer is a good answer as it includes a range of knowledge points, i.e. four plus a 'spare' point to ensure that the candidate has the best chance of achieving full marks. The points are all covering different aspects of treating participants fairly and they are all applied to the cycling scenario provided in the lead into the question.

## Question 12

12 A chemical leak is one type of emergency situation that could occur at a swimming pool.

(a) Describe the roles of a lifeguard and a receptionist at a swimming pool during a chemical leak.

- Lifeguard ..... **1. Clear the pool** .....
- ..... **2. Check and clear the changing rooms and any other poolside areas** .....
- ..... **3. Guide customers to exits** .....
- ..... **4. Not to let members of the public back into the changing rooms** .....
- ..... **5. Issue blankets / space blankets if necessary** .....
- ..... **6. Administer CPR if required** .....
- ..... **7. Administer other first aid if necessary (e.g. defibrillator)** .....
- Receptionist ..... **1. Making a public address (PA) announcement to communicate with staff/order** ...
- ..... **an evacuation. If ordering an evacuation they will:** .....
- ..... **2. Activate the alarm** .....
- ..... **3. Contact the emergency services (999)** .....
- ..... **4. Checking people (staff and customers) are accounted for e.g. using registers** .....
- ..... **5. Close and lock/secure the tills** .....
- ..... **6. Clear the public from the reception area and evacuate to the nearest assembly**.....
- ..... **point.** .....
- ..... **7. Position themselves at the main entrance doors**.....
- ..... **8. Prevent any members of the public entering the centre until told it is safe to do so...**
- [6]**

(b) Explain how emergency reporting and recording can help in preventing future emergency situations at sport, exercise, health and leisure facilities.

- ..... **1. Reference made to following RIDDOR regulations. E.g. effective reporting and recording** .....
- ..... **can prevent future occurrences.**.....
- ..... **2. To establish the reasons why an emergency might have occurred**.....
- ..... **3. Minimising the chance of the same emergency / accident happening again in the future**.....
- ..... **4. Allowing measures to be put into place to prevent a reoccurrence**.....
- ..... **5. To enable staff to use the information for future staff training**.....
- ..... **6. To identify any patterns in incidents**.....
- [4]**

### Mark scheme guidance

**12a** Submax 4 for lifeguard.

Accept other relevant first aid examples

Submax 4 for receptionist.

### Examiner comments

**12a**

This was answered well by many learners, some achieving full marks. The role of the lifeguard was generally answered better than the receptionist. Many learners were able to explain they would evacuate, administer first aid, guide people to exits and so on; however some learners were not clear on how to deal with a chemical leak – suggesting staff would deal with it themselves.

**12b**

This was either answered well, with learners understanding how the reporting and recording helped prevent future emergencies, or it was answered very poorly with learners stating it would enable a quicker response as they would anticipate the emergency and referring to risk assessments.

## Question 13

- 13** Lisa is the manager of a leisure centre. One of Lisa's roles is to ensure that the centre's maintenance and service records are up to date.

(a) Explain the importance of keeping these records up to date.

- ... **1. To prevent accidents / harm / injuries**.....  
 ... **2. To ensure that equipment is maintained/working** .....  
 ... **3. To protect staff and customers**.....  
 ... **4. To decrease the risk of litigation / being sued / lawsuits**.....  
 ... **5. To increase the life-span / longevity of equipment (by having up-to-date maintenance records)**...

[4]

(b) Describe two situations where Lisa's staff would need to wear Personal Protective Equipment (PPE) and what the PPE would be.

- ... **1. When working in a maintenance role**.....  
 ... **(e.g. employees may use helmets to prevent head injuries)**.....  
 ... **2. When handling chemicals**.....  
 ... **(e.g. gloves / chemical suits / boots / goggles / respirators in a swimming pool boiler room)**.....  
 ... **3. When administering first aid**.....  
 ... **(e.g. nitrile gloves)** .....  
 ... **4. When using machinery**.....  
 ... **(e.g. ice skate sharpener / floor polisher may require ear protection)** .....

[4]

### Mark scheme guidance

**13b** Max of 2 marks for situations.

Max of 2 marks for examples of PPE.

Examples of PPE have to be relevant to the situation to gain mark.

Accept other relevant situations /examples.

### Examiner comments

**13a**

Most answers showed that they understood what the records referred to but not many were able to access four marks on this question. Many were able to explain that the records were used to prevent injuries/make sure equipment is working and that they would be useful if the centre was being sued, but few gained full marks.

**13b**

This question was one of extremes - either well answered scoring four marks, or poorly answered scoring zero. If learners understood what PPE was they generally provided two situations and examples of the PPE, with first aid treatment and gloves being the most common answer. However, it was not uncommon for learners to provide an answer stating if staff were rock climbing/cycling/boxing etc... then they would need to wear a harness/helmet/gum shield which are not examples of PPE in the workplace. Another common answer which let learners down was saying a gas leak and wearing a gas mask – providing an emergency situation rather than when staff would be required to wear PPE at work.

## Question 14

**14** Kasper is a fitness instructor. He is also a first aider at the fitness centre he works at.

Describe Kasper's responsibilities as a first aider when he is at work.

- ... **1. Prevent patients' condition becoming worse** .....
- ... **2. Preventing further damage to themselves / others / the injured person** .....
- ... **3. Provide first aid to preserve life and prevent other illness/injury** .....
- ... **4. Prevent delay in patient recovery** .....
- ... **5. Contact the emergency service / instruct somebody to do it** .....
- ... **6. Prevent harmful intervention** .....
- ... **7. Recording and reporting all accidents / fill out an accident log** .....
- ... **8. Use any equipment available to administer first aid if a fully stocked first aid kit is unavailable** ....
- ... **9. Keep first aid CPD up to date** .....

[8]

### Mark scheme guidance

Accept suitable practical examples.

### Examiner comments

Most answers showed a good understanding of what First Aid is and some of the roles of the first aider. Good answers were able to explain Kasper's role in preventing further harm, providing first aid, calling the emergency services, preventing delay in recovery and recording the incident. Few answers covered points eight and nine of the mark scheme. Some learners just didn't provide enough information and so limited themselves at four or five marks, whereas others misunderstood the question and explained how Kasper might carry out a risk assessment or ensure the safety of the people in his class.

## Question 15

**15** Hazards could occur in all areas of a leisure centre.

(a) Identify some areas where hazards might occur and give some examples.

- ... **1. Sports Hall e.g. benches / other trip hazards**.....
- ... **2. Gym / fitness suite e.g. faulty treadmill** .....
- ... **3. Swimming pool e.g. chipped floor tiles**.....
- ... **4. Changing rooms e.g. wet floor/slip hazards**.....
- ... **5. Playing fields e.g. foreign objects / dog waste**.....
- ... **6. Communal areas / café / reception e.g. deliveries on the floor**.....

[5]

### Mark scheme guidance

**15a** Only accept answers with a practical example.

Accept any suitable alternatives with a practical example.

### Examiner comments

#### 15a

Overall this was well answered, but few learners achieved five marks, often simply as a result of not providing five answers. Most learners did provide an area and an example, however not all; therefore if they did not read the question carefully they scored poorly. A wet floor in a sports hall, faulty equipment in a gym and various hazards in a changing room seemed to be the most common answers. Some learners were confused between a hazard and an emergency, for examples a fire or someone having a heart attack in the gym.

#### 15b

This was well answered by most learners with many achieving two or three marks. Good exam technique was shown here with learners often providing more than three answers. Responses were also good as learners did not just list the methods, but followed the command word and described the methods. All marks on the MS were covered across the responses seen.

Areas that appear to be causing the most confusion are safeguarding, risk assessments and duty of care, in terms of learners being confused about which is which or how they interlink. Safeguarding and duty of care appeared to be areas most learners had limited knowledge of and answers were less detailed here than for other areas of the specification.



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