



## **Cambridge Technicals**

### **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**

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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.

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| Question |  | Answer   | Marks | Guidance  |
|----------|--|--|-------|---|
| 1        |  | 1 Accidents (e.g. slipping, drowning)<br>2 Fire<br>3 Missing person<br>4 Chemical or gas leak<br>5 Power cuts<br>6 Suspected bomb  | 2     | Accept any suitable examples  |
| 2        |  | Instructor/coach:<br>1 Leading customers to a meeting point<br>2 Checking the reception area for customers/making sure customers exit.<br>3 Contacting line manager<br>4 Contacting emergency services<br><br>Lifeguard:<br>1 Ensuring that the pool is emptied safely/promptly<br>2 Ensuring that customers don't run<br>3 Checking changing rooms for customers<br>4 Guiding customers to exits<br><br>Manager:<br>1 Communicate with staff/give instructions to staff/ assist staff.<br>2 (Use reception) register to account for all customers<br>3 Ensuring that all customers leave the building safely/promptly | 3     | 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. |
| 3        |  | 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.<br>2 Helps employers to identify accident trends/patterns<br>3 Helps employers to manage risk levels<br>4 Gives staff ideas for improvements of procedures<br>5 A reference for future 1 <sup>st</sup> aid training needs<br>6 For any insurance/litigation/investigative purposes  | 3     |   |

| Question | Answer   | Marks | Guidance  |
|----------|--|-------|---|
| 4        | <p>The safe use of potentially harmful chemicals</p> <p>Access to facilities</p> <p>Injuries to workers</p> <p>Disability Discrimination Act (DDA)</p> <p>Reporting of Injuries, Disease and Dangerous Occurrences Regulations 1995 (RIDDOR)</p> <p>Control of Substances Hazardous to Health (COSHH) Regulations 2002</p>   | 3     |   |
| 5        | <ol style="list-style-type: none"> <li>1 A legal/ moral obligation</li> <li>2 Is (the national imposed standard of) <b>reasonable care</b> an individual must take to prevent harm to others/ ensure the safety and welfare of users.</li> <li>3 To prevent any maltreatment of users</li> <li>4 To protect vulnerable children or adults</li> <li>5 To treat all special population groups equally (i.e. over 50s, under 16s, disabled, postnatal &amp; antenatal)</li> </ol> | 3     |   |
| 6        | c) Maintenance and service records   | 1     |   |
| 7        | <ol style="list-style-type: none"> <li>1 Slip or trip hazard</li> <li>2 Faulty equipment (e.g. broken lockers/doors/showers)</li> <li>3 Damaged flooring</li> </ol>  | 1     | <p>Accept relevant examples of 1-3 for a mark e.g. broken benches, water on the floor.</p> <p>Do not accept identification of objects without indication as to why they are a hazard e.g. 'bench' on own.</p> |

| Question |  | Answer   | Marks | Guidance  |
|----------|--|--|-------|---|
| 8        |  | 1 To protect employees<br>2 To protect customers/users<br>3 To protect the facility  | 1     | Do not accept 'to see/seeing who goes in or out' without any reference to checking/ monitoring. |
| 9        |  | c) Preventing delay in the recovery of a patient   | 1     |   |
| 10       |  | 1 Effective recruitment of staff<br>2 Effective training for staff<br>3 Clear lines of accountability<br>4 Agreeing to share information with other organisations<br>5 To have clear safeguarding policies<br>6 Correct staff ratios/ avoid 1:1 situations.<br>7 Having a designated safeguarding lead<br>8 Adherence to legislation (i.e. Mental Capacity Act 2005; Children Act 1989/2004) | 2     | Accept relevant example of safeguarding policies e.g. DBS check.                                |

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
| 11       | (a) | <p>1 To prevent maltreatment/protecting people from cruel or violent treatment</p> <p>2 To prevent impairment of health and development</p> <p>3 Ensuring that children are in safe and effective care</p> <p>4 To protect staff from allegations of abuse by:</p> <ul style="list-style-type: none"> <li>• Avoiding one-to-one situations with children</li> <li>• Taking children to a public reception when waiting to be collected</li> <li>• Ensuring that correct staffing ratios are adhered to. Accept examples, i.e. 1:10 ratio for 13-18 year olds with a minimum of two staff members)</li> </ul> <p>5 To enable staff to identify signs of abuse:</p> <ul style="list-style-type: none"> <li>• Physical injuries</li> <li>• A refusal to change or undress</li> <li>• Overly emotional/introverted/aggressive/development of speech impediments</li> <li>• Neglect: (lack of energy/tiredness/poor personal hygiene</li> <li>• Sexual: mood swings/inappropriate sexual behaviour</li> </ul> <p>6 Allowing staff to understand types of abuse:</p> <ul style="list-style-type: none"> <li>• Physical (e.g. hitting)</li> <li>• Emotional (e.g. bullying/name calling/pressure to perform)</li> <li>• Neglect (e.g. lack of supervision/using unsafe equipment)</li> <li>• Sexual (e.g. forcing somebody to take part in sexual activities/encouraging people to behave in a sexually inappropriate way</li> </ul> | 8     | <p><b>Level 3 (7-8 marks)</b><br/> <b>A comprehensive answer</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge and understanding</li> <li>• Effective analysis/evaluation and/or discussion/explanation/development</li> <li>• Clear and consistent practical application of knowledge</li> <li>• Accurate use of technical and specialist vocabulary</li> <li>• High standard of written communication</li> </ul> <p><b>At Level 3 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation of the factors relating to safeguarding children</li> <li>• Terminology which implies an understanding of the meaning of safeguarding</li> <li>• Application to the context of a coaching situation, or specifically to cycling coaching scenarios</li> <li>• Several points to be developed and/or exemplified</li> </ul> <p><b>Level 2 (4-6 marks)</b><br/> <b>A competent answer</b></p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding</li> <li>• Analysis/evaluation and/or discussion/explanation/development attempted with some success</li> </ul> |

| Question | Answer   | Marks | Guidance  |
|----------|--|-------|---|
|          | <p>7 Knowing how to deal with suspected abuse:</p> <ul style="list-style-type: none"> <li>• Talking to the child or vulnerable adult</li> <li>• Talking to others who know the child or vulnerable adult</li> <li>• Following safeguarding procedures</li> <li>• Reporting to appropriate personnel/authorities: i.e. Social Services/Emergency Services</li> </ul> <p>8 Understanding the organisations involved in safeguarding children (e.g. Child Protection in Sport Unit (CPSU)/Social Services/NGBs)</p> <p>9 So that children/young people enjoy the activity/session</p> |       | <ul style="list-style-type: none"> <li>• Some success in practical application of knowledge</li> <li>• Technical and specialist vocabulary used with some accuracy</li> <li>• Written communication generally fluent with few errors</li> </ul> <p><b>At Level 2 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• Satisfactory explanation of the factors relating to safeguarding children</li> <li>• Attempts to use terminology which implies an understanding of the meaning of safeguarding</li> <li>• Application to the context of a coaching situation, or specifically to cycling coaching scenarios may be vague</li> <li>• Not all points are developed and/or exemplified</li> </ul> <p><b>Level 1 (1-3 marks)</b><br/> <b>A limited answer</b></p> <ul style="list-style-type: none"> <li>• Basic knowledge and understanding</li> <li>• Little or no attempt to analyse/evaluate and/or discuss/explain/develop</li> <li>• Little or no attempt at practical application of knowledge</li> <li>• Technical and specialist vocabulary used with limited success</li> </ul> |

| Question |            |   | Answer | Marks  | Guidance  |
|----------|------------|---|--------|--|---|
|          |            |   |        |  | <ul style="list-style-type: none"> <li>Written communication lacks fluency and there will be errors, some of which may be intrusive</li> </ul> <p><b>At Level 1 responses <u>are likely to include:</u></b></p> <ul style="list-style-type: none"> <li>Basic knowledge of the factors relating to safeguarding children</li> <li>More descriptive than explanatory, and terminology which implies an understanding of the meaning of safeguarding</li> <li>Little application to the context of a coaching situation, or specifically to cycling coaching scenarios may be vague</li> <li>Few if any developed and/or exemplified points</li> </ul> |
|          | <b>(b)</b> | <ol style="list-style-type: none"> <li>Planning sessions appropriate to the activity level of the learners</li> <li>To treat all participants fairly/ fair access</li> <li>Having realistic expectations of pupils' ability</li> <li>Providing opportunities for all pupils to improve</li> <li>Considering those from special population groups (i.e. under 16s/disabled)</li> <li>Not discriminating against those individuals from special population groups</li> <li>Ensure that all equipment is maintained and fit for purpose</li> </ol> | 4      | <p>4 x synoptic marks for applying knowledge from Unit 2 LO5</p> <p>Equal opportunities = BOD for point 2.</p> |   |

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
|          | (c) | 1 Identifying hazards, including those that are changeable:<br>E.g. weather conditions/surface used/condition of equipment<br>2 Identifying risks for individuals with specific requirements/<br>needs, e.g. medical conditions, partially sighted.<br>3 <b>Control</b> or <b>reduce</b> risk levels during the activity<br>4 Monitoring the progress and ability levels of the<br>participants<br>5 Changing or altering an activity if the risk is too high<br><br>6 By ensuring that staff are well trained/staff qualifications are<br>up-to-date<br>7 Appropriate use of Personal Protective Equipment (PPE)<br>8 Complying with health and safety policies/normal operating<br>procedures | 4     | 4 x synoptic marks for applying knowledge from Unit 2<br>LO5 |

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
| 12       | (a) | <p><u>Lifeguard:</u></p> <ol style="list-style-type: none"> <li>1 Clear the pool</li> <li>2 Check and clear the changing rooms and any other poolside areas</li> <li>3 Guide customers to exits</li> <li>4 Not to let members of the public back into the changing rooms</li> <li>5 Issue blankets/space blankets if necessary</li> <li>6 Administer CPR if required</li> <li>7 Administer other first aid if necessary (e.g. defibrillator)</li> </ol> <p><u>Receptionist:</u></p> <ol style="list-style-type: none"> <li>1 Making a public address (PA) announcement to communicate with staff/order an evacuation</li> </ol> <p>If ordering an evacuation, they will:</p> <ol style="list-style-type: none"> <li>2 Activate the alarm</li> <li>3 Contact the emergency services (999)</li> <li>4 Checking people (staff and customers) are accounted for e.g. using registers</li> <li>5 Close and lock/secure the tills</li> <li>6 Clear the public from the reception area and evacuate to the nearest assembly point</li> <li>7 Position themselves at the main entrance doors</li> <li>8 Prevent any members of the public entering the centre until told it is safe to do so</li> </ol> | 6     | <p>Submax 4 for lifeguard</p> <p>Accept other relevant first aid examples</p> <p>Submax 4 for receptionist</p> |

| Question |     | Answer   | Marks | Guidance   |
|----------|-----|--|-------|--|
|          | (b) | <ol style="list-style-type: none"> <li>1 Reference made to following RIDDOR regulations. E.g. effective reporting and recording can prevent future occurrences</li> <li>2 To establish the reasons why an emergency might have occurred</li> <li>3 Minimising the chance of the same emergency/accident happening again in the future</li> <li>4 Allowing <b>measures</b> to be put into place to prevent a reoccurrence</li> <li>5 To enable staff to use the information for future staff training</li> <li>6 To identify any patterns in incidents</li> </ol> | 4     |  |
| 13       | (a) | <ol style="list-style-type: none"> <li>1 To prevent accidents/harm/injuries</li> <li>2 To ensure that equipment is maintained/working</li> <li>3 To protect staff and customers</li> <li>4 To decrease the risk of litigation/being sued/lawsuits</li> <li>5 To increase the life-span/longevity of equipment (by having up-to-date maintenance records)</li> </ol>  | 4     |  |
|          | (b) | <ol style="list-style-type: none"> <li>1 When working in a maintenance role.</li> <li>2 (E.g. employees may use helmets to prevent head injuries).</li> <li>3 When handling chemicals.</li> <li>4 (E.g. gloves/chemical suits/boots/goggles/respirators in a swimming pool boiler room)</li> <li>5 When administering first aid.</li> <li>6 (E.g. nitrile gloves)</li> <li>7 When using machinery.</li> <li>8 (E.g. ice skate sharpener/floor polisher may require ear protection)</li> </ol>  | 4     | <p>Max of 2 marks for situations.<br/> Max of 2 marks for examples of PPE.<br/> Examples of PPE have to be relevant to the situation to gain mark.</p> <p>Accept other relevant situations /examples</p> |

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
| 14       |     | 1 Prevent patients' condition becoming worse<br>2 Preventing further damage to themselves/others/the injured person<br>3 Provide first aid to preserve life and prevent other illness/injury<br>4 Prevent delay in patient recovery<br>5 Contact the emergency service/instruct somebody to do it<br>6 Prevent harmful intervention<br>7 Recording and reporting all accidents/fill out an accident log<br>8 Use any equipment available to administer first aid if a fully stocked first aid kit is unavailable<br>9 Keep 1 <sup>st</sup> aid CPD up to date | 8     | Accept suitable practical examples                               |
| 15       | (a) | 1 Sports Hall. E.g. benches/other trip hazards<br>2 Gym/fitness suite. E.g. faulty treadmill<br>3 Swimming pool. E.g. chipped floor tiles<br>4 Changing rooms. E.g. wet floor/slip hazards<br>5 Playing fields. E.g. foreign objects/dog waste<br>6 Communal areas/café/reception. E.g. deliveries on the floor   | 5     | Only accept answers with a practical example                     |
|          | (b) | 1 CCTV to monitor the activities of staff and customers<br>2 Lockers: coin or code operated/only accessible to the customer<br>3 Diligence of staff/staff receiving regular training/staff vetted<br>4 Membership records<br>5 Valuable storage e.g. designated areas for personal belongings<br>6 Locked changing rooms  | 3     | Accept any suitable alternatives <u>with a practical example</u> |

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