

Cambridge **TECHNICALS LEVEL 3**

Cambridge
TECHNICALS
2016

SPORT AND PHYSICAL ACTIVITY

Combined feedback on the June 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 June 2017 examined unit (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 questions 12, 13 and 15.

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

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

<https://interchange.ocr.org.uk/Modules/PastPapers/Pages/PastPapers.aspx?menuindex=97&menuid=250>

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 24 May 2017 – Afternoon
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.
- If additional answer space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

INFORMATION

- The total mark for this paper is 70.
- 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.

FOR EXAMINER USE ONLY	
Question No.	Mark
Section A: 1-10	20
Section B: 11	12
12	12
13	8
14	10
15	8
Total	70

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Cambridge Technicals

Sport

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

Level 3 Cambridge Technical in Sport and Physical Activity
05828 - 05829

Mark Scheme for June 2017

Oxford Cambridge and RSA Examinations

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Cambridge Technicals in Sport and Physical Activity

Level 3 Cambridge Technicals Certificates in Sport and Physical Activity
05828, 05827

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

OCR Report to Centres June 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, showing an improvement in exam technique and subject knowledge from the January series. Marks achieved were across the whole spread of grades but there were more mid to high scoring marks than previously which was good to see. Learners showed a better application of knowledge and appeared confident on topics such as First Aid, Health and Safety in a sport/ leisure environment. When learners scored lower marks it was often due to brief responses to the questions requiring more extended answers, gaps in knowledge or in some cases not attempting questions at all.

Section A was generally done very well, with many learners often scoring 16+ marks out of 20. All questions were answered consistently well. Where marks were not scored, Q4, Q7 and Q10 were generally the only ones learners slipped up on.

Section B showed some good application of knowledge, with many learners showing a good understanding of the requirements of First Aid and Health and Safety when applied to a leisure centre. There was a definite improvement in the length of candidate answers, giving learners the best chance of achieving full marks, often including more points than the answer required.

Hazards continued to be an area that caused some learners a problem, being unsure of biological, psychological and environmental hazards so Centres could work on this aspect, ensuring to both explain the difference but also to cover a wide range of examples in their teaching.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Command verbs definitions

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

Questions 1, 2 and 3

Section AAnswer **all** questions.**1** Give a security reason why a sports club should keep membership records.

1. To ensure safety of customers/minimise risk
2. To ensure safety of staff/minimise risk
3. Enable the centre to have emergency contact details for customers
4. To know who enters and leaves the building/ keep track of who is inside.

... [1]

2 List **three** items that must be in a first aid kit according to HSE requirements.

1. Leaflet giving general first aid advice
2. 20 individually wrapped sterile plasters (assorted sizes)
3. Two sterile eye pads
4. Four individually wrapped triangular bandages
5. Six safety pins
6. Two **large, individually wrapped, sterile, unmedicated** wound dressings
7. Six **medium, individually wrapped, sterile, unmedicated** wound dressings
8. At least three pairs of disposable gloves

... [3]

3 Identify **two** pieces of information that might be reported on an accident report form.

1. A brief description of the nature of the accident
2. The time/date/place the accident occurred
3. Personal details of the person involved
4. The date that the report is being filled out

... [2]

Mark scheme guidance

Question 1:

Answers must relate to security measures, not to marketing.

Point 4 must be in reference to 'knowledge' to aid security/safety, not in reference to numbers participating in sessions.

Question 2:

Mark first 3 only

Accept hypoallergenic plasters.

Question 3:

Mark first 2 only**Examiner comments**

Question 1 – Many learners achieved the mark for this question however some didn't focus their answer on security, as identified in the question. Even where marks were gained there is room for improvement, as many answers were given a 'benefit of the doubt' mark, with responses just saying to 'know who was in the centre' but not really linking it to a security point, for example, to ensure staff/customer safety or to know who should be allowed in.

Question 2 – This was answered really well, with many learners scoring full marks, and in some cases even including the correct number of pieces of each item! Learners gained the mark without using the number, but learners who provided the number of the item, e.g. six safety pins, showed good knowledge and should be encouraged. When learners did not score full marks it was often due to answering 'scissors' and 'anti-septic wipes'.

Question 3 – This question was answered well, with the most common answers being 'a description of what happened' and 'the time/place of the accident'. When learners did not score full marks this was often due to saying the time as one answer and the place as another, so a 'repeat' mark.

Questions 4 and 5

4 Describe a responsibility of each of these staff members in managing risk at a swimming pool.

Fire Officer ..	<p>Fire Officer:</p> <ol style="list-style-type: none"> 1. Ensuring that all fire equipment is in working order (e.g. fire extinguishers/fire hoses/fire blankets) 2. Ensuring that fire doors are clear or unobstructed 3. Ensuring that fire alarms are in working order 4. Provide staff training on using fire fighting equipment 5. Co-ordinating/creating fire evacuation plans 6. Ensuring clear signage for emergency exits is in place 7. Carry out evacuation/evacuate staff/customers <p>Lifeguard:</p> <ol style="list-style-type: none"> 1. Ensure the safety of users (in the pool environment) 2. Enforcing the rules and regulations (of the pool) 3. Setting up specific areas for different ability levels 4. Carrying out rescue procedures as necessary 5. Administering poolside first aid 6. Checking chlorine levels/water conditions 7. Making sure first aid training is up to date 8. Check lifesaving equipment is working properly <p>First Aider:</p> <ol style="list-style-type: none"> 1. Carry out first aid as a result of injury/accident 2. Record information in the accident record book 3. Report health and safety issues to the manager/health and safety officer 4. Prevent the injury becoming worse/harmful intervention 5. Making sure first aid training is up to date 6. Ensuring first aid kits are fully stocked and accessible
Lifeguard
First Aider.....	

[3]

5 Give two different types of emergencies that could occur at a swimming pool.

.....	<ol style="list-style-type: none"> 1. Injury in or around pool e.g. slipping (on poolside)/e.g. diving with poor technique/into shallow water 2. Swimmers drowning/in wrong area of pool/out of their depth/not within ability levels 3. Accident involving flumes/slides/large inflatables 4. Fire 5. Gas leak/chemical leak 6. Suspected bomb 7. Missing person 8. Power cut
.....	

[2]

Mark scheme guidance

Question 4 – Accept other suitable examples.

Question 5 – Accept any suitable practical example.

Examiner comments

Question 4 – The majority of learners answered this question successfully; however for those that did not it was because their answer followed the route of what the staff member would do in an emergency, as opposed to how they would manage the risk.

Question 5 – This was well answered with most learners achieving full marks.

Questions 6, 7, 8, 9 and 10

6 State a responsibility of the manager of a gym if there was a suspected gas leak.

1. Co-ordinating staff
2. Oversee the evacuation/evacuate the building
3. Check that staff are all safe and present
4. Investigate the alarm activation, if appropriate
5. Report to the emergency services when they arrive

... [1]

7 Describe **two** occasions where leisure centre staff would need to adhere to COSHH regulations.

1. When handling chemicals (for pool water or health suite)
2. When cleaning (the changing area or windows or mirrors or toilets) (e.g. using bleach/floor cleaning chemicals)
3. When there has been a chemical leak (of cleaning fluids or chemicals used to maintain safe water conditions)

.....
[2]

8 Identify **three** different types of security procedures other than requiring membership that may apply in a sport, exercise, health and leisure setting.

1. Monitoring of entrance
2. Vetting procedures for staff/DBS
3. Valuable(s) storage
4. CCTV
5. Locked changing rooms

.....
[3]

9 Which **one** of these is a key health and safety document that is relevant to sport, exercise, health and leisure organisations.

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

(a) Membership form

(b) Customer feedback form

(c) Risk assessment form

(d) School holiday activity form

[1]

10 Give the full names which the following acronyms linked to health and safety in the sport, exercise, health and leisure industry stand for.

HSE..... 1. Health and Safety Executive

RIDDOR. 2. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations = RIDDOR

.....
[2]

Mark scheme guidance

Question 7:

Accept 'using chlorine'

Accept other suitable examples.

Question 8:

Accept only the first three answers.

Examiner comments

Question 6 – This was well answered with most learners answering 'co-ordinating staff' or 'evacuating the building'. Learners that did not achieve the mark often gave a general answer about what a member of staff may do if there was a gas leak, but their answer was not in line with the focus of the question which was about a manager.

Question 7 – This was either well answered or not – with little in between. If learners knew what COSHH referred to they often scored both marks being able to provide two examples.

Question 8 – This was well answered with many learners achieving full marks. Some answers did not achieve full marks as learners included points more to do with safeguarding than security.

Question 9 – Almost all learners identified the correct answer.

Question 10 – Most learners scored at least 1 mark on this question, giving the full name of HSE, however not all learners were able to give the full name for RIDDOR.

Questions 11(a), (b)

Section BAnswer **all** questions.**11** Claire is a duty manager at her local leisure centre. She is trained in safeguarding as part of her role.**(a)** Identify **two** signs of abuse that Claire might look for in order to maintain a safe environment for children and vulnerable adults, and give an example for each.

1. Physical abuse
2. e.g. recurrent injuries/refusal to undress/bruises
3. Emotional abuse
4. e.g. becoming introverted/development of speech impediments/overly aggressive
5. Neglect
6. e.g. lack of energy/poor personal hygiene
7. Sexual abuse
8. e.g. mood swings/inappropriate sexual behaviour

[4]

(b) Claire often has to administer first aid at the leisure centre as part of her role.Describe **four** aspects of Emergency First Aid at Work.

1. Preventing cross infection
2. Recording incidents and actions/complete accident report form
3. Use available equipment
4. Assess the situation (in order to act safely, promptly and effectively in an emergency)
5. Administer first aid to a casualty
6. Administer cardiopulmonary resuscitation
7. Place casualty into the recovery position
8. Preventing further harm/injury/delay
9. Call emergency services if needed
10. Making sure first aid kits are accessible
11. Restock first aid kit
12. Have an appointed person/staff aware of process and who to contact
13. Ensure staff are trained appropriately/up to date training

[4]

Mark scheme guidance

Question 11(a) – 4 X synoptic marks for applying knowledge from Unit 2 LO1 (Know the roles and responsibilities of sports coaches and leaders) and LO5 (Be able to prepare sports and activity environments).

Accept first 2 signs and examples only.

Submax 2 marks for identifying types of abuse.

Submax 2 marks for examples.

Question 11(b) – Pt 5: accept all examples of first aid e.g. unconscious (including seizure)/choking/wounded or bleeding/suffering from shock/minor injuries

Examiner comments

Question 11(a) – This was generally answered well with most learners being able to identify two signs of abuse and giving an example of each. Answers covered all types of abuse. Some learners only scored two marks by only giving an example or the type of abuse and not both.

Question 11(b) – This question was well answered with many learners scoring 3 or 4 marks. Most common answers included points 2, 4, 5, 6, 8 and 9 on the mark scheme. There was little coverage of points 10–13. Weaker answers tended to make four points, but showed repetition, for example, prevent harmful intervention, prevent delayed recovery and prevent harm to bystanders. Centres need to encourage learners to make sure they are covering a wide range of aspects/points.

Question 11(c)

(c) What are the requirements of the Health and Safety (First Aid) Regulations 1981, that have to be followed at the leisure centre?

1. Provision for first aid
2. Needs assessment/risk assessment
3. Appointed person to take charge of first aid requirements
4. Staff must have up to date first aid training
5. Information for employees about first aid arrangements/staff know first aid arrangements
6. Ensure maintenance/service records are up to date/being carried out as part of normal operating procedures

.....
.....
.....
.....
.....
.....

.....
..... [4]

Examiner comments

This was either answered well, with learners understanding the requirements of Health and Safety Regulations or it was answered very poorly with learners giving the same information as required in Q11b, so just describing First Aid. This was better than leaving the space empty as some learners did manage to gain point 1 on the mark scheme, however Centres need to make sure learners are aware of the requirements of the regulations and not just understand the process of First Aid. When it was well answered there was good coverage of all the points on the mark scheme, with many learners achieving 3 or 4 marks.

Question 12(a)

12 Anneke works as a fitness instructor and personal trainer at a leisure centre. All staff members have a responsibility to assess the risk to customers, in their area of the centre.

(a) Using examples, suggest different ways that Anneke could minimise risks to her customers.

1. **Effective staff training and supervision**
2. e.g. ensuring that instructor qualifications are current or valid/dealing with chemical or hazardous materials correctly (COSHH).
3. **Displaying health and safety signs and information correctly**
4. e.g. information signs on using weights machines correctly.
5. **Deal with potential hazards promptly**
6. e.g. ensuring that free weights are not left lying around (trip hazards).
7. **Completing a risk assessment**
8. e.g. carrying out a dynamic risk assessment during a session with a first-time user.
9. **Having a process for customers and staff to provide feedback**
10. e.g. comment cards where customers can report faulty equipment.
11. **Appropriate use of PPE**
12. e.g. wearing safety glasses when dismantling equipment.
13. **Keeping areas well maintained and clean**
14. e.g. cleaning floors to avoid slip hazards.
15. **Have clear health and safety policies and procedures**
16. e.g. ensuring that policies are current/relevant.
17. **Keep health and safety and emergency procedures up to date**
18. e.g. ensure that all staff are aware of evacuation procedures.
19. **Making sure activities/sessions are suitable for clients**
20. e.g. having different levels of intensity of the exercises in a fitness class.
21. **Maintaining equipment**
22. e.g. making sure the treadmill is in good working condition/weights are all fastened together correctly.
23. **Making sure customers are following the rules**
24. e.g. making sure customers are not walking too closely to rowing machines/
not spilling drinks where people might slip/following correct lifting techniques/
wearing appropriate kit. [8]
25. **Carrying out appropriate screening of customers**
26. e.g. PAR/Q/health screening tests of new customers to check they are not at risk.
27. **Carry out an induction for customers/Show the participants around the gym/highlight the potential hazards or risks before the session**
28. e.g. show them how to use the treadmill safely/show the customers the gym equipment and fitness studio highlighting the risks for example, a step or mats that could be a trip hazard/show them the potential risk of pulling a muscle on the chest press by lifting too heavy a weight.
29. **Perform demonstrations/explain the correct techniques**
30. e.g. explain the position for a pilates exercise highlighting the risks if perform it incorrectly/demonstrate doing a dead lift.

Mark scheme guidance

Submax 4 for identifying ways to minimise risk.

Submax 4 for examples.

Accept any suitable practical example for each point.

Bold text is to identify knowledge point. Un-bold text is to identify example.

Examiner comments

When answering this question, learners showed very good knowledge of risks in a leisure centre environment, however a lot of learners did not give examples, which the question required, and therefore limited their mark at the sub max of 4. Lots of learners gave points 2, 4, 7, 11, 12, 13, 14 and 15 from the mark scheme but with limited examples. The other points on the mark scheme were rarely achieved. Centres really need to highlight the importance of reading the full requirements of each question and helping learners to develop the habit of providing examples for each point, as many learners limited their potential to score above 4 marks through poor exam technique/not reading the question.

Question 12(b)

(b) There are many types of potential hazards in the sport, exercise, health and leisure industry. Two types are 'biological' and 'psychological'.

Give **two** examples of each of these types of hazard.

Biological:

- 1.. 1. Waste
2. Infection
- 2.. 3. Unhygienic areas

Psychological

- 1.. 4. Stress
5. Fatigue
- 2.. 6. Depression
7. Aggression/violence

[4]

Mark scheme guidance

Submax two marks for examples of each type of hazard.

Accept any suitable example for each type of hazard.

Examiner comments

This question was answered poorly, showing that learners are generally not clear on what a biological and psychological hazard are. Quite a lot of learners scored 1 or 2 marks with animal faeces and stress being the most common answers. Other answers varied significantly, from earthquakes, to emotional abuse and over-estimating your own ability, indicating that this is an area that Centres need to focus on to make sure learners are clear on what the different types of hazard are and can provide examples.

Exemplar Candidate Work

Question 12(a) – low level answer

12 Anneke works as a fitness instructor and personal trainer at a leisure centre. All staff members have a responsibility to assess the risk to customers, in their area of the centre.

(a) Using examples, suggest different ways that Anneke could minimise risks to her customers.

One way that Anneke can minimise risk is so make sure that a risk assessment had been conducted every week. This is because it will reduce the chances of someone getting injured due to the fact that possible risk had been spotted. This will lead into making sure that there is a first aider at site so if something does go wrong then first aider would be able to react quickly. For example if someone was to go into shock and was not breathing then first aider would be able to perform CPR before expensive help arrives.

[8]

Commentary

This is a low level answer as it only access one mark from the mark scheme - risk assessment. This point is achieved on the third line and then the rest of the answer just goes on to explain how the risk assessment would reduce risk which is all the same mark.

The command word is suggest ways – which is plural. It also says using examples so in order to achieve a higher mark learners need to provide different ways that Anneke could minimise risk, and give examples of these in the context of being a fitness instructor and personal trainer. This answer provides one way and there is no example just an explanation of the point.

Exemplar Candidate Work

Question 12(a) – medium level answer

12 Anneke works as a fitness instructor and personal trainer at a leisure centre. All staff members have a responsibility to assess the risk to customers, in their area of the centre.

(a) Using examples, suggest different ways that Anneke could minimise risks to her customers.

Maybe do a risk assessment every 2 months, if something does happen she can improve and stop ~~it~~ them. Make sure that all the equipment they use is safe and ~~it~~ is not used inappropriately. Provide more space, if everyone is all in one place then this could mean everyone would be bumping into each other. Keep equipment on racks so they are not on the floor in everyone's way. As nobody would want ~~to~~ a broken foot.

[8]

Commentary

This answer provided two ways in which Anneke could minimise risk to her customers and gave an example for each one. The risk assessment point was exemplified by highlighting if the space was appropriate or providing a bigger space.

The equipment point was exemplified by keeping equipment on racks. These were suitable examples from a leisure centre environment of how a personal trainer or fitness instructor could minimise risk.

In order to improve this answer the learner needed to provide more points with examples. If they had provided two more points, both with examples they would have accessed full marks.

Exemplar Candidate Work

Question 12(a) – high level answer

12 Anneke works as a fitness instructor and personal trainer at a leisure centre. All staff members have a responsibility to assess the risk to customers, in their area of the centre.

(a) Using examples, suggest different ways that Anneke could minimise risks to her customers.

..... Anneke could carry out regular risk.....
 assessments on all new and old equipment to.....
 ensure that none are faulty and can cause.....
 harm. Anneke can ensure that she can.....
 take into account participants ability so.....
 she does not push them so hard that an accident.....
 occurs. Anneke could ensure she knows.....
 her normal operating procedures and her.....
 emergency operating procedures so she knows.....
 what to do in the event of emergency. Anneke.....
 can ensure she or a member of staff is always.....
 monitoring her clients to ensure they are not.....
 in danger.....

[8]

Commentary

The answer included a range of points supported with a few examples. The answer achieved 4 knowledge marks, 7, 19, 3 and 23, in doing so hitting a submax of 4, and provided 2 examples therefore achieving 6 marks.

The examples were appropriate for the scenario and showed good application of the knowledge point. The examples provided were for points 7 and 19.

In order to achieve full marks this answer needed to provide 2 more examples- for points 3 and 23.

- Application to the context of a sporting environment will be detailed
- 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 different types of emergencies and where they occur
- Attempts to use terminology which implies an understanding of the meaning of the different emergency types and their likely location
- Application to the context of emergencies in a sporting environment may be more 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 emergency situations and where they occur
- More descriptive than explanatory, and terminology which implies an understanding of the meaning of emergencies and their likely location
- Little application to the context of an emergency situation in a sporting environment; scenarios may be vague
- Few if any developed and/or exemplified points.

Examiner comments

This was the extended response question that was marked via a levels of response mark scheme. This showed a significant improvement in exam technique from the January series. Learners were giving much more detail, often using the extra space at the back of the booklet. Many learners were scoring level 2 (4–6) with a few scoring level 3 (7–8). Most learners were able to provide detail on a range of emergencies that could happen in a football centre and were able to provide an example or explanation of how the emergency might happen. The best answers covered a range of emergencies and were logical in their answer – identifying the emergency, explaining where and why it could happen and providing an example. Weaker answers were brief and list-like, stating an emergency and a location but not really discussing how it could happen or providing an example. Centres need to encourage learners to remain focused on the question throughout their extended answer. The topic of emergencies appears to be an area of the unit that learners are confident on.

Exemplar Candidate Work

Question 13 – low level answer

13* 5 a-side football centres are very popular across the U.K. They often have as many as twenty 3G AstroTurf pitches, a café and changing facilities.

Discuss the different types of emergencies that may happen at a 5 a-side football centre. Use examples to show how and where they may occur within this type of sport and leisure environment.

As football is quite a physical sport this means it is more likely to be a risk. For example, a broken leg might occur, or someone has collapsed on the football pitch. If something like a fire happens in the café or changing rooms this will need to be looked at straight away. Some of the equipment might be dangerous, so this will need to be looked at before someone injures themselves. All of these might happen at a football game.

[8]

Commentary

This is a low level answer due to the fact that it only covers 2 types of emergencies – broken leg and a fire with very limited discussion of how these might happen. It does identify where these emergencies might happen but then is very general in the rest of the answer. It does not explain/discuss how these emergencies might happen which limits the mark this can achieve.

In order to improve this answer could have given examples or discussed how a broken leg might occur on the pitch or what they would need to do in response to this emergency or how a fire could happen in the café. Or alternatively in order to make it a medium answer, instead of discussing the points the learner could have provided more points, for example, a missing person in the changing rooms or a power cut on the pitches.

Exemplar Candidate Work

Question 13 – medium level answer

13* 5 a-side football centres are very popular across the U.K. They often have as many as twenty 3G AstroTurf pitches, a café and changing facilities.

Discuss the different types of emergencies that may happen at a 5 a-side football centre. Use examples to show how and where they may occur within this type of sport and leisure environment.

One emergency that can happen in a 5 a-side football centre could be a fire. This could start in the café due to the fact that there is a kitchen so something such as a cloth could get on fire and if flammable equipment is beside it, it will rapidly spread. Another emergency that can occur is a power cut. This can happen in the 3G AstroTurf as this can go down to poor wiring or construction. This will lead into the emergency a person going missing. This can happen around the changing facilities as they don't know where to go to since power is out. The final emergency would be a suspected bomb. This can happen anywhere within the 5 a-side football centre. [8]

Commentary

This was a medium level answer due to it showing satisfactory knowledge and understanding. The learner did identify some emergencies which could occur at a 5-a-side football centre.

This answer started well and showed some good understanding of the first two points with some discussion of how a fire could occur and why a power cut might be dangerous however after this it appeared the learner ran out of space or time and just rushed the last points showing limited discussion or application.

Exemplar Candidate Work

Question 13 – high level answer

13* 5 a-side football centres are very popular across the U.K. They often have as many as twenty 3G AstroTurf pitches, a café and changing facilities.

Discuss the different types of emergencies that may happen at a 5 a-side football centre. Use examples to show how and where they may occur within this type of sport and leisure environment.

The emergency that may occur in the AstroTurf pitches would be a missing person. As this covers a large area ~~even~~ in outdoor facility it is possible for this type of emergency to occur, especially if there are large groups of individuals with ~~the~~ lack of supervision, possibly because of uneven staff ratios. Another type of emergency is a bomb threat, this can occur anywhere within a facility and necessary action, such as an evacuation procedure and contacting the appropriate emergency services (the police), should be administered. A fire is an example of another type of emergency. It can occur ~~at~~ anywhere at this facility, once again meaning evacuation procedures and ~~necessary~~ emergency services should be called. Fires can be caused by ~~a~~ unattended exposed flames, ~~electric~~ ^{electrical} difficulties, or unpaper. [8]

13

disposal of cigarettes, butts. Damaged (uneven or wet ~~to~~ and slippery surfaces provide for trip and slip hazards resulting in serious medical emergencies. This could be impacted by weather or ~~without~~ the proper care/use of equipment and facilities. Because of this serious medical accidents can occur, which would require the medical intervention of medical emergency services (ambulance team).

Commentary

This was a high level answer as it discussed a range of emergencies that might happen in a 5-a-side football centre. The answer identified a type of hazard and gave an appropriate example. The learner then went on to explain how this emergency might have occurred. The answer also discussed what response would be needed by the leisure centre. The answer showed good knowledge and understanding with frequent application.

To improve this answer the learner would need to cover more emergencies or provide more consistent application, for example the answer referred to a bomb threat but didn't actually give an example of how this would occur.

Question 14

14 Ross is the manager of his local leisure centre, where there is an outdoor athletics track. He is also the health and safety officer at the centre.

(a) Explain Ross's roles and responsibilities as health and safety officer in providing a safe place for people to work and exercise.

1. Overall responsibility for health and safety
2. Duty to protect the health, safety and welfare of all employees and users
3. Reporting any health and safety issues
4. Carrying out risk assessments/identifies risks/hazards
5. Carry out regular site inspections/equipment checks/ensure maintenance checks and records are up to date
6. Ensure health and safety signs are clearly displayed
7. Check that policies are up to date/relevant
8. Leading in-house training with managers and employees
9. Oversees accident book/log
10. Checking/maintaining first aid kits/health and safety equipment

..... [4]

(b) Give **three** examples of environmental hazards that could occur at a leisure centre with an athletics track, and explain how the risk from these hazards could be minimised.

Environmental Hazards:

1. Slipping over e.g. on a wet surface
2. Trip hazard e.g. equipment left lying around
3. Faulty equipment e.g. faulty starting blocks/hurdles not properly assembled

Ways to minimise risk:

1. Deal with potential hazards promptly e.g. mopping excess water/pick up equipment
2. Repair faulty equipment/maintain equipment/replace equipment/close track
3. Keep maintenance logs/records up to date
4. Report damage/faults to health and safety officer/manager

..... [6]

Mark scheme guidance

Question 14(b):

3 X synoptic marks for applying knowledge from Unit 2 LO5 (Be able to prepare sports and activity environments).

Accept suitable practical examples from a leisure centre/athletics track setting.

Submax 3 for hazards. Submax 3 for ways of minimising risk.

Examiner comments

Question 14(a) – This question was answered reasonably well; however few learners scored full marks. Many learners were able to give points 4 and 5 on the mark scheme, with some adding a third mark of 7, 9 or 10 on the mark scheme but few were able to explain four roles and responsibilities.

Question 14(b) – This question had a mixed response showing that some Centres appeared to have really taught this area very much in line with the teaching content, and learners answers followed the exact order of the mark scheme, for example, slip hazard, trip hazard and faulty equipment, with an example of each. However weaker answers showed limited knowledge of environmental hazards and discussed other issues such as clothing or a fight between athletes. Strong answers gave a hazard then a way to minimise it, then another hazard and a way to minimise it. When learners wrote the hazards all together first, they sometimes appeared to forget the ways to minimise them and therefore limited themselves to half marks. Centres could encourage learners to be more ordered in their approach to avoid this. Centres could also work on providing learners with a range of realistic examples of these hazards as some of the suggestions of hazards seen were not very realistic in the context of a leisure centre with an athletics track.

Question 15

15 James is the head receptionist at a large leisure centre.

(a) Describe James's roles and responsibilities in an emergency situation.

1. Contacting/directing the emergency services
2. Making a P.A. announcement/announcing evacuation
3. Preventing members of staff returning into the centre after evacuation
4. Closing till drawers and securing them/locking the office
5. Liaising with manager/s about evacuation procedures
6. Checking people (staff and customers) are accounted for e.g. using registers
7. Clear the public from the reception area and evacuate to the nearest assembly point

.....
..... [4]

(b) What are the safeguarding requirements for the leisure centre to ensure that they are protecting children and vulnerable adults?

1. Effective recruitment and/or selection of staff (DBS checks)
2. Effective training and/or support for staff
3. Clear lines of accountability
4. Arrangements to share information with other organisations e.g. abuse/neglect
5. Clear safeguarding policies
6. Designated safeguarding lead
7. Adherence to legislation (e.g. the Mental Capacity Act 2005, The Children's Act 1989 and 2004)
8. Appropriate ratios of staff to children

.....
..... [4]

Examiner comments

Question 15(a) – Many learners scored 3 marks on this question showing a good understanding of the role of the receptionist during an emergency. There was good coverage of all the marks on the mark scheme. Weaker answers showed repetition of points, for example, phone the emergency services, direct them to the location of the emergency, inform the emergency services what has happened. Again, learners need to be encouraged to make sure they are covering different aspects/range of points rather than focussing too narrowly, in this case on the emergency services. A common error was that a receptionist would go back into the building and make sure everyone was out or find the cause of the emergency.

Question 15(b) – Many learners scored 2 marks on this question – achieving marks 1 and 8 on the mark scheme, 'DBS checks' and 'appropriate ratios'. Few learners achieved points 3, 4, 5 and 7 on the mark scheme. Centres need to make sure that learners understand safeguarding 'in action' as opposed to just being able to define what safeguarding is.

Exemplar Candidate Work

Question 15(a) – low level answer

15 James is the head receptionist at a large leisure centre.

(a) Describe James's roles and responsibilities in an emergency situation.

One of James roles and responsibility, is to speak through a tannoy to make sure everyone is aware of what is going on. For example, if there was a fire then James would be able to announce the zone in which the fire is located so people can avoid the area. This will also link into James getting information from manager and updating everyone else on who is not with a staff member. [4]

Commentary

This is a low level answer as the learner only makes one point therefore limiting the possible mark to 1. The learner makes the point that James should speak through a tannoy (make an announcement) but then continues to explain this using an example, which the question doesn't ask for. The question asks for roles and responsibilities so this candidate did just not cover enough points.

In order to improve and make this a medium term answer the learner should have made the point about an announcement and then moved on to make a few more points about what James' roles and responsibilities are, for example, to contact the emergency services and to lock the office.

Exemplar Candidate Work

Question 15(a) – medium level answer

15 James is the head receptionist at a large leisure centre.

(a) Describe James's roles and responsibilities in an emergency situation.

James would need to be the
one that rings the emergency
service. His role would also be
to make sure that his colleagues
are safe. James will also need
to report the incident.

[4]

Commentary

This is a medium level answer as the learner provides 2 answers to the question, however there are 4 available so the learner doesn't provide enough points relative to the marks available.

To improve the answer the learner needs to provide more points, for example, make an announcement or lock the office.

Exemplar Candidate Work

Question 15(a) – high level answer

15 James is the head receptionist at a large leisure centre.

(a) Describe James's roles and responsibilities in an emergency situation.

James's roles and responsibilities are to contact the emergency services, make PA announcements telling members to evacuate. James's role is also to secure the reception area. It is also James's role to help with the evaluation

[4]

Commentary

This is a high level answer as the learner provides 4 different and appropriate roles and responsibilities that James could fulfil in an emergency situation.



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