

Cambridge **TECHNICALS LEVEL 3**

SPORT AND PHYSICAL ACTIVITY

Cambridge
TECHNICALS
2016

Feedback on the January 2018 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 2018 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 questions 12(b)(i), 12(b)(ii), 13 and 15.

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

Monday 15 January 2018 – Afternoon
Time allowed: 1 hour 30 minutes

You may use:
* calculators required

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	(10)
13	(8)
14	(10)
15	(2)
Total	(70)

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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 2018

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 2018

Oxford Cambridge and RSA Examinations

GENERAL EXAMINER COMMENTS ON THE PAPER

This January series showed improvement from last year in exam technique and candidate's ability to apply their knowledge to practical situations however scripts tended to be mid to low range scoring due to significant gaps in knowledge, such as duty of care, safeguarding and RIDDOR. Some of these areas were highlighted last year as topics that candidates found hard or showed a lack of understanding.

Centres would really benefit from making sure candidates have a good understanding of these areas and are able to apply the knowledge to real life sporting scenarios. The use of past papers, practice questions and different scenarios may really help candidates to practice being able to translate knowledge they have learnt about one of these topics into practical application in order to score more marks on an exam question and therefore access the higher grades.

There is a full learning outcome on health and safety requirements yet candidates appear to have limited understanding of them.

Section A was generally done very well, with many candidates scoring highly. Many candidates showed a good understanding of the types of abuse, different emergency services and responsibilities of a lifeguard.

Question 1 showed a lack of understanding of duty of care, which was also highlighted as a weak area in 2017. Centres really need to make sure candidates know a definition of duty of care, but also what it actually means in practice and what comes under the term duty of care. Using practice questions and the mark schemes would help assessors to do this.

Section B showed varied performance by candidates. Questions 11, 14a and 15a were answered well, whilst questions 12, 13 and 15b were answered poorly. There was some good exam technique shown in section B with candidates giving detailed answers and having good educated guesses when it appeared they were unsure. Despite many candidates appearing to be unclear on RIDDOR, they made a reasonable attempt and wrote at least one side, which allowed them to pick up a mark or two. There was also an improvement on candidates being able to provide practical examples, however this is something centres still need to work on.

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, 3, 4 and 5

Section A

Answer **all** the questions.

- 1 Identify **two** parts of duty of care that staff in a sport, exercise, health and leisure environment need to be aware of.

- | | | |
|----|---|-------|
| 1. | 1. To know the legal/ethical requirements when leading activities | ..... |
| | 2. To know the potential areas of maltreatment (e.g. users under the age of 16) | ..... |
| 2. | 3. How to protect children/vulnerable adults | ..... |
| | 4. Treating (special population) groups equally (e.g. under-16s/over 50s/disabled/antenatal women) | [2] |

- 2 List **two** responsibilities of a lifeguard.

- | | | |
|----|--|-------|
| 1. | 1. Ensure the safety of pool users | ..... |
| | 2. Evacuating/clearing the pool | ..... |
| 2. | 3. Clearing the changing rooms | ..... |
| | 4. Enforcing the rules and regulations of the pool | ..... |
| | 5. Managing the different areas of the pool environment. (e.g. toddler pool/diving pool/flumes and slides) | ..... |
| | 6. Carrying out rescues | ..... |
| | 7. Administering (poolside) first aid | ..... |
| | 8. Checking chlorine levels | ..... |
| | 9. Cleaning the poolside/changing areas | [2] |

- 3 Give **two** examples of how staff in leisure centres follow guidelines in the Data Protection Act.

- | | | |
|--|--|-------|
| | 1. How the staff/organisations use your personal information (e.g. it is not disclosed or given to other organisations without your permission) (Not sharing) | ..... |
| | 2. Personal data of customers only kept for specified purposes | ..... |
| | 3. Personal data/information of customers is accurate and up to date | ..... |
| | 4. Secure storage of customer membership details/staff personal details (e.g. Lock hard copy personal data away/Use passwords on computers/Log off/'lock' computers when staff not at their pc) | [2] |

- 4 A chemical leak is one type of emergency. Give **two** ways in which chemical leaks could occur at a swimming pool.

- | | | |
|----|---|-------|
| 1. | 1. Leak from cleaning products/damaged boxes or bottles/chemicals not being stored properly | ..... |
| 2. | 2. Faulty pump/equipment for putting chemicals into pool water | ..... |
| | 3. Lifeguard/cleaner dropping/spilling cleaning materials | ..... |
| | 4. The wrong amount being used in the swimming pool | [2] |

- 5 Identify **one** method of recording and reporting emergencies.

- | | | |
|--|---------------------------|-------|
| | 1. Fire logs | ..... |
| | 2. First aid report/books | ..... |
| | 3. Accident reports | [1] |

Mark scheme guidance

Question 5:

Accept a reference to RIDDOR.

Examiner comments

Question 1 – This was answered poorly with few candidates scoring full marks. All the marks were achieved on the mark scheme just not very frequently. Many candidates showed no understanding of what duty of care is about providing answers that were not linked at all.

Question 2 – This was well answered by the majority of candidates with all points on the mark scheme accessed.

Question 3 – This was a split question – for candidates who knew what the DPA was they answered it well, generally with points 1 and 4 – not sharing and secure storage. However there was a significant proportion of candidates who did not seem to know what this Act was about and therefore gave answers that were not about data at all. Points 2 and 3 were rarely given.

Question 4 – This was generally well answered with many candidates achieving 2 marks, with all points being accessed. Candidates were sometimes losing a mark, due to giving 2 answers covering the same aspect, e.g. spillage/spilling of a chemical. Centres should work with the candidates to help them recognise that these cover the same aspect, and for them to achieve full marks, their answers needs to cover more than one (or a range of) aspect.

Question 5 – Most candidates achieved this mark.

Questions 6, 7, 8, 9 and 10

6 List the emergency services who could be called to attend an emergency at a leisure centre.

- | | | |
|-----|------------------------|-------|
| 1.. | 1. Ambulance/paramedic | ..... |
| 2.. | 2. Police | ..... |
| 3.. | 3. Fire Service | ..... |
- [3]**

7 Give **two** different examples of hazards which could occur in a changing room.

- | | | |
|-----|--|-------|
| 1.. | 1. Wet floor/shower area | ..... |
| 2.. | 2. Items on floor (trip hazard) | ..... |
| | 3. Other users' actions/behaviour (e.g. objects being thrown) | ..... |
| | 4. Faulty seating/lockers/door locks/showers (leading to injury) | ..... |
| | 5. Faulty water temperature control (possible burn/scalding) | ..... |
| | 6. Lack of security | ..... |
| | 7. Unhygienic areas | ..... |
- [2]**

8 Identify **one** area of a leisure centre, other than changing rooms, where a hazard might occur.

- | | | | |
|----|-----------------------|---|-------|
| 1. | 1. Sports hall | 6. Astroturf | ..... |
| 2. | 2. Gym/fitness studio | 7. Communal areas/café/reception/car park | ..... |
| 3. | 3. Swimming pool | 8. Plant room/chemical store | ..... |
| 4. | 4. Health suite |  | ..... |
| 5. | 5. Playing fields |  | ..... |
- [1]**

9 Identify **three** types of abuse that a member of staff in a sport, exercise, health and leisure setting would need to be aware of.

- | | | | |
|-----|---|--|-------|
| 1.. | 1. Physical abuse/hitting/overtraining/deliberate drowning/shaking/pinching | 3. Neglect/lack of supervision/ignoring medical needs/keeping someone in isolation/withholding help or support | ..... |
| 2.. | 2. Emotional abuse/bullying/name calling/intimidation/harassment | 4. Sexual abuse/forcing or enticing someone into sexual activity/developing sexual relationship from position of power | ..... |
- [3]**

10 Describe **two** ways of protecting leisure centre staff against allegations of abuse.

- | | | | |
|-----|---|---|-------|
| 1.. | 1. Preventing/not allowing one-on-one situations to occur | 4. Behaving in an appropriate manner when working with children | ..... |
| 2.. | 2. Keep up-to-date records | 5. Ensuring that appropriate staffing ratios are in place | ..... |
| | 3. Providing regular and up-to-date safeguarding training for staff |  | ..... |
- [2]**

Mark scheme guidance

Question 7:

Accept other suitable reasons.

Question 8:

Accept other appropriate areas.

Question 9:

Accept other alternatives.

Examiner comments

Question 6 – Consistently well answered by the majority of candidates.

Question 7 – This question was either answered well, or poorly. This question highlights the need for good exam technique. The question asks for two examples. When candidate provided examples such as a broken bench then both marks were often achieved. Some candidates were very generic and didn't give examples, i.e. a bag on the floor, but instead stated trip hazard.

Question 8 – Almost all candidates achieved this mark.

Question 9 – The majority of candidates were able to score 3/3 on this question with all marks accessed.

Question 10 – This was answered reasonably well with some candidates achieving both marks, many candidates though, scored 1 mark. Points 1 (no 1:1) and point 5 (ratios) were the most commonly given correct answers. For those that did not access both marks, they tended to give one of the above points and CCTV.

Question 11(a)

Section BAnswer **all** the questions.**11** Emergencies can occur in a range of sport, exercise, health and leisure settings.**(a)** Explain how the following emergencies could be caused in a leisure centre.

- Fire** .. 1. Faulty sauna/sauna coals causing a fire
- 2. This could spread from the sauna into the changing rooms resulting in an emergency evacuation.
- 3. Cooker/gas in the kitchen area being left on (could lead to potential explosion/items left on the cooker could lead to fire)
- 4. Fire from cooker then spreading throughout the kitchen/into other areas of leisure centre requiring evacuation.
- 5. Somebody striking a match/smoking and dropping the match/cigarette could lead to an explosion/fire
- 6. Electrical equipment not safety/PAT tested/electrical fault could lead to a fire being started
- 7. Rubbish not being cleared effectively (creating fire risk – e.g. paper/card being left close to hot ovens or boiler)

Missing person

- 1. An emergency/evacuation which leads to people being unaccounted for/separated from others
- 2. Child/vulnerable adult 'wandering off' or similar
- 3. Visitor register not updated/no accurate record of who is on-site
- 4. Negligence of an activity leader/lifeguard/instructor when accounting for members of their classes
- 5. Parental negligence/absent-mindedness
- 6. Lack of monitoring entrances/exits by centre staff
- 7. In a big leisure centre there could be lots of halls/corridors/pitched so it would be easy for a child to walk off and get lost/ return to wrong pitch

[6]

Mark scheme guidance

Submax 3 marks from each area.

Marks can be awarded for:

- Individual examples of how a fire could be started/how a person could go missing

Or

- Identification of starting point and then how this could be spread e.g. tea towel left on cooker and catches fire (how fire started), the fire then spreads through the kitchen requiring an evacuation (how start of fire lead to it becoming an emergency situation)

Look for a description of how the fire is started.

Accept other suitable examples.

Examiner comments

This was generally well answered due to its applied nature. Many candidates were able to give several answers as to how a fire and missing person could be caused in a leisure centre. Not many achieved the full marks simply due to not giving enough points. If candidates scored poorly it was often because they gave one comment, for example, 'a fire could be caused by a cooker being unattended' and then they moved on to the missing person, or they went on to discuss calling the emergency services and evacuating the building which wasn't relevant.

Question 11(b)

(b) Give reasons why a power cut at a swimming pool could be classed as an emergency.

1. Increased drowning risk as swimmers cannot see how to get out of the pool
2. Increased risk of slips/falls/collisions
3. Lifeguards won't be able to see the pool area/users clearly, hard to find someone who is missing
4. Emergency lighting might not be adequate to light pool area – potentially leading to an accident
5. People may panic which will increase the risk to them and others
6. Evacuation would be difficult due to lack of visibility
7. Could affect levels of chemicals entering the pool water [4]
8. Incorrect filtration of water
9. The pH level of the water might change – possibly leading to skin irritation

Mark scheme guidance

Accept other suitable examples.

Examiner comments

Similarly to 11a, this was well answered and when candidates gave a range of points they generally achieving 3 of the 4 marks, mainly accessing points 1, 2, 3 and 7. Common errors included candidates saying that if electricity (despite it being a power cut) hit the water then there would be chance of an electric shock or alternatively talking about lifts not working in a sports centre and having to swim underwater with torches to find if anyone was there.

Mark scheme guidance

Question 12(a):

Submax 2 marks from each section.

Accept any other suitable examples.

Question 12(b)(i):

3 x synoptic marks for applying knowledge from Unit Unit 2 LO1 (Responsibilities of sports coaches and leaders).

Examiner comments

Question 12(a) – This was poorly answered because the majority of candidates saw the first aid, receptionist, health and safety officer part but failed to read the question which was about risk management, not dealing with an emergency situation so many candidates provided answers, such as call the emergency services and make a PA announcement, that were not on the mark scheme due to the context being wrong. Centres need to encourage candidates to identify the context i.e. is it risk management or in the emergency situation.

Question 12(b)(i) – This was also poorly answered. Candidates could have drawn upon knowledge from Unit 2 to assist them with their answer. Many candidates repeated the question and said safeguarding and assessing risk which was given in the stem of the question. Some accessed points 3 (fair), 7 (duty of care) 9 (rules) and the most commonly given answer was point 11 (check equipment). The other points were rarely achieved. Many did not understand what the question was asking and gave many of the points from 12bii mark scheme.

Exemplar Candidate Work

Question 12(b)(i) – medium level answer

(b) Jenny owns a football coaching business. As a sports leader, she has a responsibility for safeguarding and assessing risk in her sessions,

(i) Identify **three** other sports leadership responsibilities that Jenny has which can help to ensure that her football sessions run safely.

Jenny has the responsibility of duty of care and she also has the responsibility of knowing and demonstrating her safeguarding during her sessions.

Jenny has a responsibility of making sure that her sessions are done in a safe environment without any hazards. [3]

Commentary

This is a medium level answer because the candidate only scored two out of the three marks available.

The candidate provided three points but one of the points was 'safeguarding' which is a repeat of the question. They needed to identify responsibilities other than safeguarding and assessing risk which were asked in the question.

In order to improve this answer to a high level answer the candidate would need to identify one other responsibility such as being fair or being a role model.

Question 12(b)(ii)

(ii) Describe Jenny's responsibilities in terms of safeguarding.

1. Protecting children/vulnerable adults from maltreatment
2. Preventing impairment of health and development
3. Ensuring provision of safe and effective care
4. Effective reporting/record keeping
5. Effective recruitment and selection of staff
6. Effective training and support for staff
7. Ensuring there are clear lines of accountability
8. Make appropriate arrangements to share information with other organisations
9. Have clear safeguarding policies
10. Ensure that the organisation has a designated safeguarding lead
11. Ensuring adherence to legislation

.....

.....

.....

.....

.....

.....

.....

.....**[4]****Mark scheme guidance**

4 x synoptic marks for applying knowledge from Unit 2 LO1 (Know the roles and responsibilities of sports coaches and leaders).

Examiner comments

Many candidates achieved half marks on this question, with the most common points being point 1 (maltreatment), 3 (safe care) and 8 (reporting/ sharing info). Few were able to give four points.

It was quite a frequent occurrence that candidates gave an answer for 12bii that would have scored 2 or 3 on 12bi. It was clear that many candidates were not clear on this topic area and did not know what was relevant to running a safe session and what was relevant to safeguarding.

Exemplar Candidate Work

Question 12(b)(ii) – medium level answer

(ii) Describe Jenny's responsibilities in terms of safeguarding.

Jenny's responsibilities in terms of safeguarding will be to ensure safety throughout her sessions. Will also be to ensure that all the students are taken away from danger and to prevent maltreatment and to ensure that the students are always developing during sessions.

[4]

Commentary

The candidate made four points in their answer to this question however only two achieved a mark therefore it is a medium level answer.

The candidate said 'take away from danger and to prevent maltreatment' however these are the same aspect and therefore only achieved one mark.

The last point the candidate gave was about development which is not an accurate point regarding safeguarding which is all about protecting children, not their development as such.

In order to be a high level answer the candidate would have needed to give two other responsibilities Jenny has in terms of safeguarding, such as effective recruitment of staff or ensure that there is a safeguarding lead.

Question 13

13* Iain is a health and safety officer at a large leisure centre. Describe how Iain follows RIDDOR and Equality Act legislation, giving practical examples.

[8]

Give credit for **describing** how RIDDOR is adhered to. Also give credit for other **suitable examples**.

RIDDOR

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations

1. Knowing what must be reported/types of reportable incidents.

A serious injury (must be due to external cause/require hospital treatment or causes absence from work (7 days+))

E.g. such as a crushed limb sustained when using free weights

E.g. contact with cleaning chemicals that might lead to a reduction in vision

A death in the workplace

Injuries to **non-workers**, which result in their being taken directly to hospital.

E.g. A pool spectator slipping on poolside and suffering concussion resulting in hospital treatment

2. Knowing the recording requirements for RIDDOR

E.g. A RIDDOR report must be submitted for an injury sustained by a gym user which led to an amputation

Explaining that a RIDDOR form is completed online/reference to submitting via HSE website

Need to record the details of what happened/name/date/location

3. Manual handling

E.g. Understanding that a **risk assessment** will need to occur if an object appears to be too large/heavy/hazardous to lift alone

E.g. Understand the need for training for manual handling in relation to moving heavy equipment in a gym

4. Emergency Operating Procedures (EOPS)

E.g. Having a clear set of guidelines for the removal/moving of larger gym equipment

THE EQUALITY ACT5. Access

Ensuring that the facilities are accessible to all users

E.g. Ensuring that ramps/lifts are available and in working order

6. Facilities

Making the widest range of facilities available to all users at all times.

E.g. Making prompt repairs to a disabled swimming pool hoist if faulty

7. Staff training

E.g. Having staff who are trained in some form of adapted sport/disability sport/NGB training for specific sports

8. Employment

Treating somebody with protected characteristics (disability/age/race/gender/religion) as favourably as others

Not putting rules in place that discriminate against somebody with protected characteristics

Not victimising somebody because of their disability

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 knowledge of one legislation and good knowledge of the other or good knowledge of both
- Knowledge shows understanding of how the legislations are applied in a leisure centre.
- Supported with examples throughout.

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:

- Good knowledge of one legislation or satisfactory knowledge of both
- Limited understanding shown of how the legislations are applied in a leisure centre
- Some appropriate examples.

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:

- Brief knowledge of one legislation
- No understanding shown of how these legislations would be applied in a leisure centre.
- Limited, if any examples

Examiner comments

Overall this was not well answered. This was the question that takes into account quality of written communication and is marked by levels. This question highlighted that candidates do not understand what RIDDOR is.

The unit specification has five bullet points that assessors should be teaching learners, however there was little evidence that candidates were really aware of what should be reported or how the incidents would be reported. Many could define it but that was the limit of their knowledge.

Many talked about writing any potential accidents down in the accident book and then managers trying to fix problems before they happened. There was a clear lack of knowledge about what type of incidents are reported through RIDDOR.

Centres need to make sure they are giving candidates a real understanding of the impact of such laws in a sport and leisure environment. Using the Health and Safety Executive website would be of real benefit to assessors and candidates to ensure they understand what RIDDOR is and how it is applied. When candidates did not know what RIDDOR was about they showed some good understanding of when to make a report but few gave many examples to push their answers into L3.

Candidate's knowledge of the Equality Act was better and there were more examples given in this section, but again it was still fairly limited and weak. Some candidates discussed access, facilities and employment but for the majority of candidates answers were quite simple in saying that it was to give equal opportunities and no discrimination suggesting that they were answering using common sense as opposed to knowledge that they had really learnt about the legislation.

Candidates also seemed to focus on one act so discussed one in more detail, added one or two lines about the other then finished which again limited achievement on the levels. The majority of candidates scored 2-4 on this question with only a small percentage scoring above 5 marks.

Exemplar Candidate Work

Question 13 – low level answer

13* Iain is a health and safety officer at a large leisure centre. Describe how Iain follows RIDDOR and Equality Act legislation, giving practical examples.

[8]

Iain would follow RIDDOR by recording any injuries that may happen to a person or staff member. He would need to take down details of how it happened, where it happened and ~~how~~ why it happened. An example would be if a person in a gym was using a treadmill and it suddenly stopped and it ~~made~~ seriously injured them, he would have to record the incident and identify how, where and why it happened. If a staff member is injured and a certain recovery time is needed it must be given to them and compensation is needed. He would follow the Equality Act by making sure all users of the leisure centre can access it and have sessions or adapted to include them. This provides equal opportunities for everyone.

Commentary

This is a low level answer as it does not show much understanding of either legislation. It has limited detail and few examples – all of which are required in an extended answer which this question is as indicated by the * before the number 13.

The candidate attempts to describe RIDDOR but doesn't show much of an understanding other than the details recorded being how, where and why the injury happened.

The candidate attempts an example but doesn't actually give a very realistic scenario or give an example of the injury.

To improve this part of the answer the candidate could have:

- Defined RIDDOR
- Given some examples of the types of injuries that would result in a RIDDOR report being made
- Given some detail such as if someone is hospitalised or is absent from work for 7 days

The Equality Act is covered very briefly but really only says that it is equal access. The candidate does not give much detail or examples.

To improve this part of the answer the candidate could have:

- Identified the different groups that this Act helps to protect from discrimination e.g. gender, race
- Described the different aspects the Act covers such as access, facilities, training and employment.
- Provided examples.

In order to improve the answer needed more detail and more application.

Exemplar Candidate Work

Question 13 – high level answer

13* Iain is a health and safety officer at a large leisure centre. Describe how Iain follows RIDDOR and Equality Act legislation, giving practical examples. [8]

RIDDOR is the Reporting of ^{Disease} ~~Diseases~~ ^{Dangerous} Occurrences Regulations 2013. It is a way of reporting any diseases and other dangerous occurrences in a ~~leisure~~ some leisure centres. It can only be reported under RIDDOR if anything dangerous takes place. Therefore when an incident / Accident takes place in Iain's leisure centre which leads to someone dying or serious situations. Then Iain has to write a report under RIDDOR based on what happened. When writing the report Iain needs to write the date and time of the situation taken place where it took place, information on the person injured and also how it took place. Therefore Iain follows RIDDOR when any serious situations happen and also has to follow guidelines under RIDDOR.

Equality act legislation has to be followed by Iain. This means that everyone has to be treated equally. Race, Religion, ~~Age~~ age and gender does not matter. ~~Everyone~~ Iain has to follow the Equality Act legislation when dealing with an emergency and also treating his co workers equally. For example, if a male and female officers are working alongside ~~him~~ Iain then he has to treat both the man and woman equally as this would be put under the Discrimination Act if he did not treat them both equally. ~~It would also be~~ if he does not treat others equally then he is not following the ~~Equality~~ Equality Act legislation.

Commentary

This is a high level answer because it is clear, logical and provides a reasonably detailed description of the legislation.

RIDDOR is defined correctly and shows an understanding that it is not just for any injury but that it is used in dangerous situations.

The Equality Act section describes the groups affected and shows some detail with a brief example.

The main way this candidate could improve their answer to a Level 3 answer would be to show more application to the sporting context, i.e. they would need to provide more examples, such as an example of how the Equality Act could be implemented with a lift or ramp to ensure a disabled person could access the centre or an example of how a dangerous injury could occur.

A second improvement could be to provide more detail to their answer, such as providing a bit more detail for how both legislations work, such as with regards to RIDDOR they could describe how it is used if the injured party requires hospital treatment or if the injured person is absent from work for 7 or more days.

Question 14

14 Minimising risk in a swimming pool will help to improve safety for all users.

(a) Give **six** examples of how risk could be minimised in and around a swimming pool.

1. Having adequate lifeguards or extra lifeguards on duty
2. Having rules displayed around the pool eg. no running/diving
3. Having areas of pool for different ability levels/limited area for people who can't swim unaided
4. Regular testing of pool water quality/chemical levels
5. Deal with potential hazards promptly eg store chemicals correctly or use 'wet floor signs'
6. Keeping areas clean/well maintained
7. Display health and safety signs correctly (e.g. hazardous chemical storage)
8. Having more safety equipment on poolside e.g. life rings/buoys/rescue poles
9. Children must be accompanied by an adult
10. Limiting the number of people in the pool at any one time
11. Have barriers in place near potentially dangerous areas e.g. along the edge of the diving pool
12. Ensuring that maintenance records are kept up to date and that identified repairs/jobs are undertaken quickly
13. Adequate signage is displayed on damaged/faulty equipment or areas e.g. notice of damaged floor tiling warning customers to steer clear
14. Having a pool cover
15. Running pool safety courses for swimmers
16. Appropriate use of Personal Protective Equipment (PPE)**[6]**

(b) What responsibilities does the manager of a swimming pool have in terms of helping to minimise these risks?

1. Supervision of staff in the facility
2. Having sufficient numbers of staff working in the facility
3. Responding to customer and staff feedback on safety issues
4. Providing regular and/or relevant staff training
5. Have clear health and safety policies and procedures/keep health and safety procedures up to date
6. Keeping and administering up to date risk assessments
7. Ensuring that **normal** operating procedures are adhered to and/or amended regularly
8. Ensuring that **emergency** operating procedures/emergency action plans are adhered to and/or amended regularly
9. Ensuring that maintenance and cleaning is effectively programmed and monitored**[4]**

Mark scheme guidance

Question 14(a):

Accept other suitable examples.

Question 14(b):

Accept exemplified versions of answers.

Examiner comments

Question 14(a) – Many candidates achieved at least 3 out of 6 on this question with many being able to give a range of examples of how risk could be minimised. When candidates did not score as well it was mainly due to two reasons: 1) repeating points e.g. two points about rules or about keeping areas clean or 2) wrong context of the question. The question was about minimising risk and some candidates gave answers about dealing with an emergency.

Question 15

15 Allan is a fitness instructor and qualified first aider at a gym.

(a) Describe Allan's roles and responsibilities as a first aider working at the gym.

1. Prevent further damage to himself/others and assist the injured person
2. Administer first aid
3. Prevent the patient's condition from worsening
4. Prevent delay in the recovery of the patient/promote recovery
5. Prevent harmful intervention
6. Assess the situation correctly
7. Ensure safety
8. Identify the nature of the injury or illness
9. Organise bystanders
10. Get help/contact emergency services/999
11. Gather and provide necessary information and, where possible, keep a written record
12. Stay with the patient until help arrives/reassure/make patient comfortable
13. Restock first aid kits

.....[5]

(b) Preventing cross-infection is one example of emergency first aid at work. Give **four** other examples of how Allan may use emergency first aid in his work at the gym.

1. Dealing with somebody who has suffered a seizure whilst running
2. Administering first aid to a casualty who is unconscious e.g. putting them into the recovery position
3. Carrying out CPR or using a defibrillator on somebody who has suffered a cardiac arrest
4. Administer first aid to a casualty who is wounded or bleeding e.g. applying a sterile dressing to a cut sustained whilst loading weights onto a machine
5. Provide appropriate first aid for minor injuries e.g. applying a bandage to a sprained wrist
6. Know how to use appropriate equipment to administer first aid e.g. using a face mask when delivering rescue breaths
7. Performing first aid on users who might have choked (e.g. on an energy bar).
Methods: back slaps/Heimlich Manoeuvre.

.....[4]

Mark scheme guidance

Question 15(b):

Accept other suitable examples of first aid being used in a gym.

Examiner comments

Question 15(a) – This was generally well answered with many candidates scoring 4 or 5 marks with the majority of the points accessed. However those who answered it poorly tended to not read the question/ understand the context and discussed what Allan could do in the gym such as give examples when carrying out exercises in the gym or make sure people weren't lifting too heavy a weight. The question asked about his role as a first aider.

Question 15(b) – This question was either well answered with candidates giving a range of examples of when Emergency First Aid would be used such as choking or an unconscious patient or very poorly answered with candidates giving all the same answers as to Q15a.

Areas that appear to be causing the most confusion are safeguarding, duty of care and understanding and application of the laws. There is still confusion on what the terms mean and which is which, limiting candidates being able to apply their knowledge to a question in order to achieve the higher marks.

Centres could help candidates by using past papers and mark schemes to highlight the importance of reading the question and understanding the context of the question in order for candidates to select the relevant knowledge to put into their answer.

Exemplar Candidate Work

Question 15(b) – medium level answer

- (b) Preventing cross-infection is one example of emergency first aid at work. Give four other examples of how Allan may use emergency first aid in his work at the gym.

He May Prevent further Swelling and will ease
Swelling by Compressing an injured body part. He will
treat a minor head injury. ~~with some ice~~ etc.
He can stop dehydration by giving someone some
fluids in as they may be dehydrated from performing
exercises. He may prevent help someone if they are
choking by using various techniques to unblock
an airway. [4]

Commentary

This is a medium level answer because the candidate provided two suitable answers- compressing an injured area (this gained a benefit of the doubt mark) and preventing choking.

The candidate also mentioned dehydration but this is not part of emergency first aid at work so credit was not given. Treat a minor head injury was too brief/ not accurate to pick up any credit.

To improve this answer the candidate needed to give two other examples of how Allan may use emergency first aid in his work, such as placing an unconscious casualty into the recovery position or administering CPR on someone who has had a heart attack.



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