



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 2018

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
Tick	correct
Cross	incorrect
BOD	benefit of the doubt
Eg	example
Und	understanding
Max	maximum marks reached / sub-max reached
L1	Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
L2	Level 2 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
L3	Level 3 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
Id	identification (use for levels questions instead of 'knowledge' with Und being used for more developed points)
R	Repeat of point already made
NBD	no benefit of the doubt - use as alternative to Vg (vague) and also for SEEN

Examiner Guidance on annotations

1. Read and obey the instructions that preface the mark scheme.
2. General guidance:
 - mark in red ink (supervisors mark scripts they are sampling in green)
 - record the total mark for each **part question** (e.g. question 4 (a)) in the right hand margin
 - record the total mark for each **whole question/section** (e.g. question 4 (a), (b) and (c) total) at the end of the question in right hand margin – circle this total mark
3. For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.
4. For points-marked questions (the majority):
 - Structured scheme: one mark = one point, represented by a tick

- Keep referring to the requirements of each question
- Take into consideration the sub-max for parts of the question where applicable and indicate 'max' has been reached for each part as appropriate
- Ringed mark at the end of each whole question only
- Use only the agreed annotations when marking.

5. For the levels marked questions:

- Keep checking for relevance of the response to the requirements of the question
- Give '**Id**' for each numbered point in the MS indicative content (don't record the numbered point)
- Give '**Und**' for every point that has been sufficiently developed and shown understanding (often, but not always, indicated by a bullet point in the MS)
- Put '**Eg**' in the LH margin if a valid, relevant and accurate practical example is given
- Use other usual annotations on the body of the script.

- Now review again the answer.
- Remember to keep checking whether the response actually answers the question set.
- REVIEW THE LEVELS' DESCRIPTORS AND ESPECIALLY THE DISCRIMINATOR POINTS TO PINPOINT THE MARK.
- Write the final mark for the question at the end of the response in the RH margin and also indicate the level awarded (**L1, L2** or **L3**).

FINALLY – remember that

- Some learners may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
- Some learners may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
- Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
- It is unlikely for learners to score 0 (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
- Use your professional judgement and contact your Team Leader if you need help in applying the scheme.

THEN:

- Add up the marks for the whole question and put in RH margin and circle.
- Record all question totals on the front of the script in the grid provided on the cover.
- Add up these question totals to give a final mark and record on top left of script encircled.
- Check for arithmetical errors.
- Transfer question totals to the online mark sheet and make sure the total mark on the online mark sheet agrees with the total on the question paper.
- Ensure marks are legible on the question paper.
- Ensure every page of script is annotated – cross through blank pages and if additional pages/material has been provided and considered in the marking, annotate this in the usual way to indicate any credit given or use 'NBD' if the material has not attracted additional marks to show it has been seen.

Question		Answer	Marks	Guidance
1		<ol style="list-style-type: none"> 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) 3 How to protect children/vulnerable adults 4 Treating (special population) groups equally (e.g. under-16s/over 50s/disabled/antenatal women) 	2	
2		<ol style="list-style-type: none"> 1 Ensure the safety of pool users 2. Evacuating/ clearing the pool 3. Clearing the changing rooms 3 Enforcing the rules and regulations of the pool 4 Managing the different areas of the pool environment. (e.g. toddler pool/diving pool/flumes and slides) 5 Carrying out rescues 6 Administering (poolside) first aid 7. Checking chlorine levels 8. Cleaning the poolside/ changing areas 	2	
3		<ol style="list-style-type: none"> 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	

Question		Answer	Marks	Guidance
4		1 Leak from cleaning products/damaged boxes or bottles/chemicals not being stored properly 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		1 Fire logs 2 First aid report/books 3 Accident reports	1	Accept a reference to RIDDOR
6		1 Ambulance/paramedic 2 Police 3 Fire Service	3	
7		1 Wet floor/shower area 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	Accept other suitable reasons

Question		Answer	Marks	Guidance
8		<ol style="list-style-type: none"> 1 Sports hall 2 Gym/fitness studio 3 Swimming pool 4 Health suite 5 Playing fields 6 Astro turf 7 Communal areas/ café/ reception/ car park 8 Plant room/chemical store 	1	Accept other appropriate areas
9		<ol style="list-style-type: none"> 1 Physical abuse/hitting/overtraining/deliberate drowning/shaking/pinching 2 Emotional abuse/bullying/name calling/intimidation/harassment 3 Neglect/lack of supervision/ignoring medical needs/keeping someone in isolation/withholding help or support 4 Sexual abuse/forcing or enticing someone into sexual activity/developing sexual relationship from position of power 	3	Accept other alternatives
10		<ol style="list-style-type: none"> 1 Preventing/not allowing one-on-one situations to occur 2 Keep up-to-date records 3 Providing regular and up-to-date safeguarding training for staff 4 Behaving in an appropriate manner when working with children 5 Ensuring that appropriate staffing ratios are in place 	2	

Question		Answer	Marks	Guidance
11	(a)	<p><u>Fire:</u></p> <ol style="list-style-type: none"> 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) <p><u>Missing Person:</u></p> <ol style="list-style-type: none"> 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	<p>Submax 3 marks from each area</p> <p>Marks can be awarded for:</p> <ul style="list-style-type: none"> - Individual examples of how a fire could be started/ how a person could go missing <p>Or</p> <ul style="list-style-type: none"> - 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) <p>Look for a description of how the fire is started</p> <p>Accept other suitable examples</p>

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

Question		Answer	Marks	Guidance
12	(a)	<p><u>First aider:</u></p> <ol style="list-style-type: none"> 1 Monitoring/restocking first aid supplies/equipment 2 Updating staff contact details 3 Reporting near misses 4 Completing accident forms (for future trends/ patterns) 5 Ensuring the safety of themselves and others whilst administering first aid <p><u>Receptionist:</u></p> <ol style="list-style-type: none"> 1 Keeping accurate records of who is in the building 2 Liaising with the health and safety officer for any updates relating to health and safety 3. Reporting hazards identified by the public to the appropriate person. <p><u>Health and safety officer:</u></p> <ol style="list-style-type: none"> 1 Risk assessments (e.g. performing/collating/distributing) 2 Communicating updates to staff 3 Updating policies and procedures/ up to date maintenance records 4 Arrange for hazards/ risks to be fixed/ repaired. 5 Ensuring staff have up to date training 6 Implement control methods e.g. appropriate signage/ barrier/ closing area off 	6	<p>Submax 2 marks from each section</p> <p>Accept any other suitable examples</p>

Question		Answer	Marks	Guidance
12	(bi)	<ol style="list-style-type: none"> 1 Setting/establishing clear ground rules 2 Having a basic set of standards that everybody follows 3 Approach everything fairly with no favouritism 4 Being consistent 5 Having high moral/ethical standards 6 Be a role model 7 Being responsible for duty of care/safety of others during sessions (e.g. removing jewellery) 8 Promote health and wellbeing to participants 9 Adhering to/promoting the rules of the activity 10 Taking a register 11 Checking equipment / facilities are suitable/ appropriate for use. 	3	3 x synoptic marks for applying knowledge from Unit 2 LO1 (Responsibilities of sports coaches and leaders).
12	(bii)	<p><u>Safeguarding:</u></p> <ol style="list-style-type: none"> 1 Protecting children/vulnerable adults from maltreatment 2 Preventing impairment of health and development 3 Ensuring provision of safe & 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	4 X synoptic marks for applying knowledge from Unit 2 LO1 (Know the roles and responsibilities of sports coaches and leaders)

Question	Answer	Marks	Guidance
13	<p>* Give credit for describing how RIDDOR is adhered to. Also give credit for other suitable examples.</p> <p>RIDDOR Reporting of Injuries, Diseases and Dangerous Occurrences Regulations</p> <p><u>1 Knowing what must be reported/types of reportable incidents.</u> 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</p> <p><u>2 Knowing the recording requirements for RIDDOR</u> 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</p> <p><u>3 Manual handling</u> 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</p>	8	<p>Level 3 (7-8 marks) A comprehensive answer</p> <ul style="list-style-type: none"> • 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 <p>At Level 3 responses are likely to include:</p> <ul style="list-style-type: none"> • 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. <p>Level 2 (4-6 marks) A competent answer</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding • Analysis/evaluation and/or discussion/explanation/development attempted with some success

Question	Answer	Marks	Guidance
	<p><u>4 Emergency Operating Procedures (EOPS)</u> E.g. Having a clear set of guidelines for the removal/moving of larger gym equipment</p> <p><u>THE EQUALITY ACT</u></p> <p><u>5 Access</u> Ensuring that the facilities are accessible to all users E.g. Ensuring that ramps/lifts are available and in working order</p> <p><u>6 Facilities</u> 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</p> <p><u>7 Staff training</u> E.g. Having staff who are trained in some form of adapted sport/disability sport/NGB training for specific sports</p> <p><u>8 Employment</u> 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</p>		<ul style="list-style-type: none"> • Some success in practical application of knowledge • Technical and specialist vocabulary used with some accuracy • Written communication generally fluent with few errors <p>At Level 2 responses are likely to include:</p> <ul style="list-style-type: none"> • 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. <p>Level 1 (1-3 marks) A limited answer</p> <ul style="list-style-type: none"> • 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 <p>At Level 1 responses are likely to include:</p> <ul style="list-style-type: none"> • Brief knowledge of one legislation • No understanding shown of how these legislations would be applied in a leisure centre. • Limited, if any examples

Question		Answer	Marks	Guidance
14	(a)	1 Having adequate lifeguards or extra lifeguards on duty 2 Having rules displayed around the pool. E.g. 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	Accept other suitable examples

Question		Answer	Marks	Guidance
14	(b)	<ol style="list-style-type: none"> 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	Accept exemplified versions of answers
15	(a)	<ol style="list-style-type: none"> 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	

Question		Answer	Marks	Guidance
15	(b)	<p>1 Dealing with somebody who has suffered a seizure whilst running</p> <p>2 Administering first aid to a casualty who is unconscious. E.g. putting them into the recovery position.</p> <p>3 Carrying out CPR or using a defibrillator on somebody who has suffered a cardiac arrest</p> <p>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</p> <p>5 Provide appropriate first aid for minor injuries. E.g. applying a bandage to a sprained wrist</p> <p>6 Know how to use appropriate equipment to administer first aid. E.g. using a face mask when delivering rescue breaths.</p> <p>7 Performing first aid on users who might have choked, (E.g. on an energy bar). Methods: back slaps/Heimlich Manoeuvre.</p>	4	Accept other suitable examples of first aid being used in a gym.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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