

# **Cambridge Technicals Sport**

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

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

## **Mark Scheme for January 2024**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, **consult your Team Leader** by telephone or by email.

### 5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners must give candidates the benefit of the doubt and **mark the crossed out response** where legible.

### Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

### Contradictory Responses

When a candidate provides contradictory responses, then zero mark should be awarded, even if one of the answers is correct.

### Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always **check the pages** (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.

7. There is a NR (No Response) option. Award NR (No Response)

- if there is nothing written at all in the answer space

- OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')



- OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. Use the annotation BP (Blank Page) for **all pages that have no writing**.

Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses.

## 9. Annotations used by examiners

Annotation	Meaning
	Tick
	Cross
<b>BOD</b>	Benefit of doubt
<b>VG</b>	Vague
<b>REP</b>	Repeat
<b>IRRL</b>	Significant amount of material which doesn't answer the question
<b>MAX</b>	Maximum marks reached
<b>SEEN</b>	Noted but no credit given
<b>EG</b>	Example/Reference on extended response Q
<b>KU</b>	Knowledge and understanding on extended response Q
<b>DEV</b>	Development on extended response Q
<b>L1</b>	Level 1 response on extended response Q
<b>L2</b>	Level 2 response on extended response Q
<b>L3</b>	Level 3 response on extended response Q

Multiple Choice Questions (where used)

Examiners indicate if answer given is correct or not using a tick or cross on the right hand side of the question.

All questions other than Multiple Choice and Extended response Question

**Tick** = correct

**Cross** = incorrect

**BOD** = benefit of the doubt given

**VG** = answer is vague / no benefit of the doubt given / also used where additional material may have been seen but no more marks gained

**SEEN** = response been read but no credit given / also used where no response attempted

**REP** = Point repeated and no further credit given

Extended response Question

Please note that on the extended response question ticks and crosses are not used as it is not 1 tick = 1 mark.

Where applicable:

**KU** is used to indicate that a knowledge point from the mark scheme indicative content has been used.

**DEV** is used to indicate that a more developed or detailed point has been made (showing greater understanding).

**EG** is used to indicate where an example has been used or applied to support or develop the response.

**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

Examiner Guidance on annotations

1. General guidance:

- mark using RM annotations – **every** question to be marked
- record the total mark for each question in RM mark boxes
- **check carefully** that you input the correct mark – check the number of ticks recorded for each question (apart from Extended response Question)
- **Do not** use ticks on Extended response Question – use KU (Knowledge and understanding credits) and DEV (Development credits)
- Only record KU and DEV **on left hand side** of script so that candidate's work is not obscured
- Record level on **left hand side** at the base of Extended response Question and record total mark for the question

- If candidate has attempted the question or even an attempt that is crossed out (still mark crossed out work), and deserves no credit then **record zero**
  - If candidate leaves a question unanswered then use the annotation '**SEEN**' and **record NR** in the totals box (no response)
  - Use **BP** on all blank pages to show that you have checked for any responses
2. 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.
3. For points-marked questions:
- Structured scheme: one mark = one point, represented by a **tick**
  - Keep referring to the requirements of each question
  - Annotate **every** question answered
4. For the levels marked questions:
- Keep checking for relevance of the response to the requirements of the question
  - Give **KU** for each KU credit achieved on the levels MS
  - Give '**DEV**' for every point that has been sufficiently developed and shown understanding indicated on the levels MS
  - 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.
  - Indicate the level awarded (**L1**, **L2** or **L3**) at the base of the answer on the **LHS**, then enter the total mark for Extended response Question
  - Some candidates 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 candidates 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.

Question	Answer	Marks	Guidance
1	One mark for: 1. Health and Safety Executive / HSE	1	DNA Health and Safety or Safety Executive. Must be named correctly.
2	Three marks for:  1. Missing person example such as: <ul style="list-style-type: none"> <li>• a child leaves a sports session to go to the toilet and does not return/ run away</li> <li>• vulnerable adult wanders off from a football session on an outdoor field.</li> <li>• Kidnapped/ a child is taken by an authorised person/stranger</li> </ul> 2. Suspected bomb such as: <ul style="list-style-type: none"> <li>• a bag left in the corner of a changing room</li> <li>• suspicious behaviour of someone and they leave a bag</li> <li>• there could be a phone call saying a bomb has been planted in the café/ terrorism</li> </ul> 3. Fire example such as: <ul style="list-style-type: none"> <li>• a tea towel catches fire on the oven in the café and starts a fire which spreads through the sports centre</li> <li>• faulty wiring on the sound system starts a fire</li> <li>• chemicals not being stored properly and causing a reaction</li> <li>• water being spilt on to a socket/ plug</li> </ul>	3	Accept any suitable example that identifies a cause of the emergency Submax 1 mark for each emergency  DNA smoking as the question asks about 'in' a sports centre.  DNA unrealistic answers e.g. missing person in a sports hall is not a valid answer. e.g. a bomb is on the field e.g. a fire in the gym (with no mention of cause) e.g. child left in changing rooms e.g. goes missing because is it crowded (it is a sports centre, not a festival)
3	One mark for: Neglect	1	Accept first answer only.
4	Two marks from: 1. Maltreatment / abuse / harm/ danger/ injuries 2. Disabled / over 50s / prenatal / antenatal / under 16s	2	



Question	Answer	Marks	Guidance
5	Two marks from: 1. Deterrent / stop people stealing/ damaging something 2. Evidence if a crime / damage is done/ see who did something/ proof 3. Can see what is going on to <b>can intervene</b> if something is happening that shouldn't be e.g. stop someone becoming injured 4. Protects the facility / staff / customers/ keeps people safe 5. Monitor the entrance/ see who comes in and out/ monitors numbers 6. Prevents false allegations	2	Point 3 must be about stopping/ preventing harm / safety point of view- as opposed to deterrent which is point 1
6	Two marks from: 1. To provide security / secure the area / ensure people in safe area / stop people going back into the fitness centre / direct people away from the area 2. Deal with crime e.g. arrest the person responsible for suspected bomb 3. Investigate the situation / questioning people/ speak to manager 4. Look after unsupervised/lost children or vulnerable adults 5. Traffic control if necessary e.g. preventing traffic / closing roads. 6. Provide first aid 7. Search for <b>missing people / unaccounted</b> people 8. Work with/ call the bomb squad	2	DNA Look at the bomb/ Stop the bomb – this would be the bomb squad not the police.
7	Three marks for: Triangular bandages Safety pins Sterile eye pads	3	

Question	Answer	Marks	Guidance
8	Two marks from: 1. (Not sharing) Not disclosing information to others/ personal information is not shared without consent 2. (Set purpose) Personal information only kept for specified purposes 3. (Up to date) Personal data is up to date/ accurate 4. (Locked) Personal information is stored securely e.g. hard copies are locked away, electronic information is password protected/ computer screens are locked when away from desk 5. (Time) Personal information is not kept longer than needed.	2	DNA Stored in the correct place is X
9	Two marks for: 1. Must be first aid provision/ stocked first aid kit 2. A needs assessment must have been carried out. 3. Must be an appointed person in charge of first aid provision 4. Staff must be aware of first aid arrangements 5. Must be appropriate <b>number/ ratio</b> of first aiders to participants. 6. Up to date maintenance and service records	2	DNA all staff must be first aid trained

Question		Answer	Marks	Guidance
10		Two marks from: 1. Clear the pool 2. Check and clear the changing rooms and any other poolside areas 3. Guide customers to fire exits 4. Assist special population groups 5. Not to let members of the public back into the changing rooms 6. Issue blankets/space blankets if necessary 7. Administer CPR if required 8. Administer other first aid if necessary (e.g. defibrillator)	2	DNA stop the music DNA stop the activity
11	(a)	One mark for: 1. environmental	1	
	(b)	Two marks for: 1. RIDDOR 2. Accident book / first aid book / incident report form	2	
	(c)	Two marks from: 1. Liability/ evidence of what response/ treatment 2. Prevent it from happening again / allows controls to be put in place 3. Legal requirement 4. Helps inform staff training / guides staff training 5. Identifies trends and patterns.	2	
	(d)	Two marks from: 1. Dog waste/faeces 2. Litter 3. Virus from coming into close contact with others 4. Bodily fluid e.g. sweat or blood	2	

Question		Answer	Marks	Guidance	
	(e)	Three marks from: 1. Wear/use appropriate PPE / wear gloves/apron 2. Follow COSHH guidelines 3. Store cleaning materials correctly 4. Use correct amounts of chemicals/ use chemicals correctly/ don't mix chemicals 5. Appropriate signage/ place wet floor signs 6. Dry the floor / remove excess water. 7. Tidy up / remove trip hazards / don't leave cleaning equipment out	3		
12	(a)	(i)	One mark for: 1. The FA / England Netball / RFU / ECB / England Hockey / Badminton England	1	1 X synoptic marks for applying knowledge from Unit 3 LO1 (Understand how sport is in the UK is organised)  Accept any example of NGB
		(ii)	One mark from: 1. <b>Safeguarding</b> training for coaches 2. Ensures safeguarding lead / appointed person within sports club 3. Ensures safeguarding policies are in place within clubs 4. Provides template, exemplar policies for sports clubs to use. 5. Has a helpline for clubs to ring, if they need any help with safeguarding.	1	1 X synoptic marks for applying knowledge from Unit 3 LO1 (Understand how sport is in the UK is organised)  Must say safeguarding training – DNA training on own
	(b)	One mark from: 1. Sport England 2. UK Sport	1	1 X synoptic marks for applying knowledge from Unit 3 LO1 (Understand how sport is in the UK is organised)  Accept other valid examples	

Question	Answer	Marks	Guidance						
(c)	<ol style="list-style-type: none"> <li>1. Deliver safe and appropriate sessions/ suitable skill level</li> <li>2. Make sure no one is left at the end of a session / make sure collected by parent/guardian</li> <li>3. Notice (and respond) to signs of abuse</li> <li>4. Following safeguarding policies</li> <li>5. Making sure children/vulnerable adults are safe in session / not wandering off / strangers can't just access participants</li> <li>6. Make sure they are not left one on one with a child.</li> <li>7. Have the appropriate staff to child ratio/ appropriate supervision/ appropriate ratios</li> <li>8. Make sure they know the medical needs of the participants</li> <li>9. Carry out a risk assessment</li> <li>10. Take a register at the start of the session.</li> </ol>	2	<p>2 X synoptic marks for applying knowledge from Unit 2 LO1 (Know the roles and responsibilities of sports coaches and leaders)</p> <p>DNA attend training, DBS checks - question asks for examples in their session</p> <p>Point 1 must reference safe or appropriate – not just plan/ deliver sessions (as could be planned unsafely/ inappropriately)</p> <p>DNA Make sure there are no signs of abuse</p>						
(d)	<p>Two marks for:</p> <table border="1" data-bbox="398 799 1055 1011"> <tr> <td data-bbox="398 799 622 906">Be a friend</td> <td data-bbox="622 799 837 906">Have a healthy diet</td> <td data-bbox="837 799 1055 906">Assess risk</td> </tr> <tr> <td data-bbox="398 906 622 1011">Comfort participants if upset</td> <td data-bbox="622 906 837 1011">Set ground rules</td> <td data-bbox="837 906 1055 1011">Communicate with the NGB</td> </tr> </table>	Be a friend	Have a healthy diet	Assess risk	Comfort participants if upset	Set ground rules	Communicate with the NGB	2	<p>2 X synoptic marks for applying knowledge from Unit 2 LO1 (Know the roles and responsibilities of sports coaches and leaders)</p>
Be a friend	Have a healthy diet	Assess risk							
Comfort participants if upset	Set ground rules	Communicate with the NGB							

Question		Answer	Marks	Guidance
	(e)	<p>Three marks for:</p> <ol style="list-style-type: none"> <li>1. React calmly / don't scare the child/ talk to the child calmly</li> <li>2. Take what they say seriously</li> <li>3. Avoid asking leading questions</li> <li>4. Explain that concerns may have to be shared with somebody who can act or don't promise confidentiality</li> <li>5. Talk to others who know the child</li> <li>6. Clarify understanding of what is being disclosed.</li> <li>7. Reassure the child that they are right to tell/ disclose</li> <li>8. Report to the <b>safeguarding lead/</b> officer</li> <li>9. Report to <b>appropriate authorities/</b>seek advice/ report to social services/ police/ CPSU</li> <li>10. Write a report (within 48 hours of the disclosure)</li> <li>11 Monitor for signs of abuse</li> </ol>	3	
13	(a)*	<p><b>Ways a chemical leak could occur:</b></p> <ol style="list-style-type: none"> <li>1. Spilt chemicals from cleaning <ul style="list-style-type: none"> <li>• e.g. cleaner knocks over bleach and spills on the floor</li> </ul> </li> <li>2. Chemicals not being stored properly <ul style="list-style-type: none"> <li>• e.g. cleaner not putting the chemicals away properly and not locking the cupboard so someone goes in and knocks some over and it spills</li> </ul> </li> <li>3. Chlorine in pool <ul style="list-style-type: none"> <li>• e.g. levels not checked properly so chlorine becomes too high in pool</li> <li>• e.g. chlorine spillage</li> </ul> </li> <li>4. Air conditioning/ventilation fault/heating fault <ul style="list-style-type: none"> <li>• resulting in gas circulating</li> </ul> </li> <li>5. Gas cooker leaks/faulty <ul style="list-style-type: none"> <li>• Resulting in gas being released.</li> </ul> </li> </ol>	8	<p><b>Level 3 (7-8 marks)</b> <b>A comprehensive answer</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge and understanding</li> <li>• Effective analysis/evaluation and/or discussion/explanation/development</li> <li>• Clear and consistent practical application of knowledge</li> <li>• Accurate use of technical and specialist vocabulary</li> <li>• High standard of written communication</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Steps to minimise risk</b></p> <p>6. Follow COSHH guidelines</p> <ul style="list-style-type: none"> <li>• make sure chemicals are all stored correctly</li> </ul> <p>7. Make sure staff have training for dealing with chemicals</p> <p>8. Make sure timetable for chlorine checks</p> <p>9. Carry out a risk assessment</p> <ul style="list-style-type: none"> <li>• implement controls</li> </ul> <p>10. Make sure PPE is used when dealing with chemicals</p> <p>11. Carry out regular maintenance and service checks</p> <p>12. Install gas detectors</p> <p><b>What should the manager do during an emergency?</b></p> <p>13. Follow EAP</p> <p>14. Oversee the evacuation of the building</p> <p>15. Shut off / closed off the centre/area</p> <p>16. Check register / checked attendance</p> <p>17. Call 999.</p> <p>18. Liaise with the emergency services</p> <p>19. Do not let anyone back into the centre until emergency services say so.</p> <p>20 Tell receptionist to make an emergency announcement</p> <p>21 Help vulnerable adults/ children</p>		<p><b>At Level 3 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• A range of examples of how a chemical or gas leak could occur in different settings in a sports centre.</li> <li>• Detailed explanation of how a manager could minimise the risk of a chemical or gas leak.</li> <li>• Good understanding of how the manager should respond during the emergency.</li> </ul> <p><b>Level 2 (4-6 marks)</b>  <b>A competent answer</b></p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding</li> <li>• Some success in practical application of knowledge</li> <li>• Technical and specialist vocabulary used with some accuracy</li> <li>• Written communication generally fluent with few errors</li> </ul> <p><b>At Level 2 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• Some examples of how a chemical or gas leak could occur in a sports centre.</li> <li>• Satisfactory explanation of how a manager could minimise the risk of a chemical or gas leak.</li> <li>• Satisfactory understanding of how the manager should respond during the emergency.</li> </ul>

Question	Answer	Marks	Guidance
			<p><b>Level 1 (1-3 marks)</b>  <b>A limited answer</b></p> <ul style="list-style-type: none"> <li>• Basic knowledge and understanding</li> <li>• Little or no attempt to analyse/evaluate and/or discuss/explain/develop</li> <li>• Little or no attempt at practical application of knowledge</li> <li>• Technical and specialist vocabulary used with limited success</li> <li>• Written communication lacks fluency and there will be errors, some of which may be intrusive</li> </ul> <p><b>At Level 1 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• Limited/ basic examples of how a chemical or gas leak could occur in a sports centre.</li> <li>• Basic explanation of how a manager could minimise the risk of a chemical or gas leak.</li> </ul> <p>Basic understanding of how the manager should respond during the emergency.</p>
(b)	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. (Safety) To make sure everyone is safe / save lives/ prevent injuries</li> <li>2. (Roles) So that they know what they have to do in an emergency situation/ know how to follow emergency procedures correctly/ respond/ evacuate quickly</li> <li>3. (Prevention) Prevent the situation from worsening / keep the situation under control</li> <li>4. (Legal) To avoid being liable for negligence/ legal requirement</li> </ol>	2	<p>Avoid panicking – vague (if customers then not relevant)</p> <p>If candidate writes – so staff don't panic then accept as BOD for know what they are doing -Pt 2</p>



Question	Answer	Marks	Guidance										
(c)	Two marks from: 1. Instructions about what to do in an emergency situation e.g. how to evacuate if a fire, what to do if a missing person 2. Emergency contact information/ telephone numbers for emergency services/ contacts 3. <b>Location of</b> emergency exits 4. <b>Location of</b> meeting point/ muster points 5. Staff roles in an emergency/ appointed first aiders 6. Location of emergency equipment e.g. first aid kit, defibrillator 7. Local hospital / A & E location 8. Instructions for assisting special population groups.	2	DNA first aid kit (on own) DNA call emergency services										
14	Four marks for: <table border="1" data-bbox="459 754 1189 1337"> <thead> <tr> <th data-bbox="459 754 824 823">Scenario</th> <th data-bbox="824 754 1189 823">Type of risk assessment required</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 823 824 927">A school teacher carrying out a risk assessment for a sports hall.</td> <td data-bbox="824 823 1189 927">Generic</td> </tr> <tr> <td data-bbox="459 927 824 1098">A coach carrying out a risk assessment during a mountain climbing expedition as it looks like a storm is coming.</td> <td data-bbox="824 927 1189 1098">Dynamic</td> </tr> <tr> <td data-bbox="459 1098 824 1201">A gym manager carrying out a risk assessment on a treadmill in a gym</td> <td data-bbox="824 1098 1189 1201">Site (specific)</td> </tr> <tr> <td data-bbox="459 1201 824 1337">A netball coach carrying out a risk assessment for a netball match on an outdoor court</td> <td data-bbox="824 1201 1189 1337">Site (specific)</td> </tr> </tbody> </table>	Scenario	Type of risk assessment required	A school teacher carrying out a risk assessment for a sports hall.	Generic	A coach carrying out a risk assessment during a mountain climbing expedition as it looks like a storm is coming.	Dynamic	A gym manager carrying out a risk assessment on a treadmill in a gym	Site (specific)	A netball coach carrying out a risk assessment for a netball match on an outdoor court	Site (specific)	4	
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A gym manager carrying out a risk assessment on a treadmill in a gym	Site (specific)												
A netball coach carrying out a risk assessment for a netball match on an outdoor court	Site (specific)												

Question		Answer	Marks	Guidance
	(b)	<p>Four marks for:</p> <ol style="list-style-type: none"> <li>1. Auditory control example – fire alarm, PA alert message, coach instruction e.g. telling people not to run</li> <li>2. Visual control example – signs, posters, wet floor sign, flashing light to signal alarm going off</li> <li>3. Physical control example – fences, barriers, cones, PPE, gloves, locked cupboards for cleaning materials, member of staff blocking an area/ acting as barrier</li> <li>4. Procedural control example – evacuation procedures, security procedures e.g locking computer, locking doors, set rules to follow</li> </ol>	4	<p>Accept suitable examples</p> <p>Auditory – any suitable example that is linked to hearing</p> <p>Visual – any suitable example of something participant would be able to see</p> <p>Physical – any suitable example of something physical that you can see/ touch</p> <p>Procedural – any suitable example of steps/ processes that staff can take/ follow</p> <p>Examples must be relevant to minimising risk</p>
15	(a)	<p>Three marks for:</p> <ol style="list-style-type: none"> <li>1. Assess the situation/ check for injuries/ primary survey</li> <li>2. Check for dangers/ clear the area</li> <li>3. Prevent further harm/ harmful intervention</li> <li>4. Prevent delay in recovery</li> <li>5. Prevent the patient's condition from becoming worse</li> <li>6. Put on PPE/Sterile gloves/ prevent cross contamination</li> <li>7. Call 999/ call for help/ assistance</li> <li>8. Follow DRABC/ check for response/ speak to person/ ask person questions</li> </ol>	3	<p>The question asks about things the first aider should do <b>immediately</b> so DNA give CPR/ give first aid</p> <p>The immediate things are the steps as the first aider arrives before they start giving first aid.</p>

Question	Answer	Marks	Guidance										
(b)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. With the person lying on their back and kneel on the floor at their side.</li> <li>2. Extend the arm nearest you at a right angle to their body with their palm facing up.</li> <li>3. Take their other arm and fold it so the back of their hand rests on the cheek closest to you, and hold it in place.</li> <li>4. Use your free hand to bend the person's knee farthest from you to a right angle.</li> <li>5. Carefully roll the person towards you, onto their side by pulling on the bent knee.</li> <li>6. Their bent arm should be supporting the head, and their extended arm will stop you rolling them too far.</li> <li>7. Make sure their bent leg is at a right angle.</li> <li>8. Open their airway by gently tilting their head back and lifting their chin, and check that nothing is blocking their airway.</li> <li>9. Stay with the person and monitor their condition until help arrives.</li> </ol>	3	Candidates need three correct steps in roughly the right order										
(c)	<p>Four marks for:</p> <table border="1" data-bbox="400 935 1180 1337"> <thead> <tr> <th data-bbox="400 935 792 1027">Role/ responsibility</th> <th data-bbox="792 935 1180 1027">Who is most likely to carry out the task</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 1027 792 1106">Stop the activity</td> <td data-bbox="792 1027 1180 1106">Coach / Instructor/ Activity leader/ trainer</td> </tr> <tr> <td data-bbox="400 1106 792 1184">Coordinate staff</td> <td data-bbox="792 1106 1180 1184">Manager</td> </tr> <tr> <td data-bbox="400 1184 792 1262">Make a PA announcement</td> <td data-bbox="792 1184 1180 1262">Receptionist</td> </tr> <tr> <td data-bbox="400 1262 792 1337">Prevent further harm</td> <td data-bbox="792 1262 1180 1337">First aider/ lifeguard</td> </tr> </tbody> </table>	Role/ responsibility	Who is most likely to carry out the task	Stop the activity	Coach / Instructor/ Activity leader/ trainer	Coordinate staff	Manager	Make a PA announcement	Receptionist	Prevent further harm	First aider/ lifeguard	4	
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