

## **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 2025**

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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

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

#### 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 RM Assessor 50% and 100% (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 or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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 any way 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

8.The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9.Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10.For answers marked by levels of response: Not applicable in F501

**To determine the level** – start at the highest level and work down until you reach the level that matches the answer

**To determine the mark within the level**, consider the following

<b>Descriptor</b>	<b>Award mark</b>
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations used by examiners

Annotation	Meaning
<b>BOD</b>	Benefit of doubt
<b>×</b>	Cross
<b>DEV</b>	Development
<b>EG</b>	Example/Reference
<b>IRRL</b>	Significant amount of material which doesn't answer the question
<b>KU</b>	Knowledge and understanding
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>MAX</b>	Max
<b>REP</b>	Repeat
<b>✓</b>	Tick
<b>VG</b>	Vague

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	(a)	One mark for: False	1	
	(b)	One mark for: False	1	
2		Two marks for:  <b>Purpose of maintenance and service records:</b> 1. Make sure health and safety checks are carried out/ make sure equipment is safe/ identify any problems that need dealing with/ equipment that needs fixing/ to know when the equipment was last checked/ record of repairs that have been carried out  <b>Why is this important:</b> 2. Make sure people are safe/ make sure people don't get hurt/ injured/ minimise risk/ so can't be sued/ legal requirement	2	Accept suitable answer for point 1 that explains that it is a document showing when safety checks have been carried out  Submax 1 mark for purpose and 1 mark for why it is important  Make sure equipment is up to date/ can be used - vague Working properly – BOD
3		Two marks from: 1. Call emergency services 2. Direct emergency services 3. Lock up/secure reception area 4. Take registers to muster/meet up point/ take register/ head count 5. Direct people to nearest exit/ help evacuate (reception area) 6. Inform manager (of emergency) 7. Sound alarm	2	
4		One mark for: Site specific / site	1	

Question		Answer	Marks	Guidance
5		One mark for: Neglect	1	
6		Three marks for:  <b>C</b> History of accidents <b>E</b> Nature of the workplace/activity <b>F</b> Remoteness of the facility from emergency services	3	
7	<b>(a)</b>	One mark for: Health (and) Safety Executive	1	
	<b>(b)</b>	One mark for: 1. (guidance) Provides guidance/advice on health and safety for the workplace 2. (rules) Outlines employers' responsibilities/rules for health and safety 3. Regulator for workplace health and safety/set legislations/ enforces legislation 4. Provides health and safety posters 5. Provide templates for health and safety documents 6. Analyse/ process RIDDOR reports/ report findings from RIDDOR reports	1	DNA minimises the risk at a workplace People are kept safe - vague
8		Two marks from: 1. Over 50s 2. Vulnerable adults 3. Postnatal & antenatal women 4. Ethnic minorities/ BAME	2	Do not accept children and people with disabilities – in the question

Question	Answer	Marks	Guidance
9	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Instructions about what to do in an emergency situation e.g. fire or missing person</li> <li>2. Emergency contact information/ telephone numbers for emergency services/ contacts/ access points for emergency services</li> <li>3. <b>Location of</b> emergency exits/ escape routes</li> <li>4. <b>Location of</b> meeting point/ muster points</li> <li>5. Staff roles in an emergency/ appointed first aiders</li> <li>6. Location of emergency equipment e.g. first aid kit, defibrillator/ fire alarms/ fire extinguishers/ fire blankets</li> <li>7. Local hospital/ A &amp; E location</li> <li>8. Information for evacuating specific groups e.g. lifts/safe spaces</li> </ol>	3	<p>If just say register people- vague – this is the process not the info that would be on an evacuation plan</p> <p>Where to go-vague</p>

Question	Answer	Marks	Guidance
10	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Fractures, other than to fingers, thumbs and toes</li> <li>2. Amputations</li> <li>3. Any injury likely to lead to permanent loss of sight or reduction in sight</li> <li>4. Any crush injury to the head or torso causing damage to the brain or internal organs</li> <li>5. <b>Serious</b> burns / scalding</li> <li>6. Any scalping requiring hospital treatment</li> <li>7. Any loss of consciousness caused by head injury or asphyxia <ul style="list-style-type: none"> <li>• any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness/requires resuscitation or admittance to hospital for more than 24 hours</li> </ul> </li> <li>8. Worker incapacitated for over 7 days</li> <li>9. Accidents to members of public if they require treatment at hospital</li> </ol>	2	<p>Head injury – vague  Concussion – vague  Dislocation - vague</p> <p>DNA – death – this is not an injury</p>

11	(a)*	<p><b><u>What would the sports coach and first aider do:</u></b></p> <p><b><u>Sports coach</u></b></p> <ol style="list-style-type: none"> <li>1. Stop the game <ul style="list-style-type: none"> <li>• Prevent further injury/ clear the area</li> <li>• Allow first aider to come on to pitch and deal with injury</li> </ul> </li> <li>2. Talk to the player/assess the situation <ul style="list-style-type: none"> <li>• Check if conscious</li> <li>• Check where hurts</li> </ul> </li> <li>3. Call for first aider</li> <li>4. Call for ambulance/ 999</li> <li>5. Contact parents/ guardians</li> </ol> <p><b><u>First aider:</u></b></p> <ol style="list-style-type: none"> <li>6. Bring first aid kit</li> <li>7. Assess the situation/talk to player</li> <li>8. Prevent any further danger <ul style="list-style-type: none"> <li>• Moving any hazards/ensuring not in any danger from others</li> </ul> </li> <li>9. Ensure safety of themselves/others around/prevent further harm</li> <li>10. Prevent delay in recovery</li> <li>11. Prevent harmful intervention</li> <li>12. Call for ambulance/999</li> <li>13. Reassure player</li> <li>14. Provide first aid, not medical aid</li> <li>15. Cover player with a blanket/jacket to keep warm</li> <li>16. Apply pressure</li> <li>17. Use towels or blankets to pad around the area to prevent movement</li> <li>18. Apply ice</li> <li>19. Monitor till help arrives</li> </ol>	8	<p><b>Level 3 (7-8 marks)</b></p> <p><b>A comprehensive answer</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge and understanding</li> <li>• Effective analysis/evaluation and/or discussion/explanation/development</li> <li>• Clear and consistent practical application of knowledge</li> <li>• Accurate use of technical and specialist vocabulary</li> <li>• High standard of written communication</li> </ul> <p><b>At Level 3 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation of the steps both a coach and first aider should do.</li> <li>• Accurate identification of range of equipment that would be used and why</li> <li>• Accurate identification of both types of emergency recording.</li> </ul> <p><b>Level 2 (4-6 marks)</b></p> <p><b>A competent answer</b></p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding</li> <li>• Analysis/evaluation and/or discussion/development attempted with some success</li> <li>• Some success in practical application of knowledge</li> <li>• Technical and specialist vocabulary used with some accuracy</li> </ul>
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Question	Answer	Marks	Guidance
	<p>20. Restock the first aid kit.</p> <p><b><u>What equipment from first aid kit would be used and why:</u></b></p> <p>21. Disposable gloves</p> <ul style="list-style-type: none"> <li>• Avoid cross contamination/prevent spread of disease</li> </ul> <p>22. Large/medium sterile wound dressings/ sterile plaster</p> <ul style="list-style-type: none"> <li>• To stop bleeding/apply pressure</li> </ul> <p>23. Triangular bandage</p> <ul style="list-style-type: none"> <li>• To immobilise</li> </ul> <p>24. Safety pins</p> <ul style="list-style-type: none"> <li>• To fasten wound dressing in place</li> </ul> <p>25. Leaflet giving advice</p> <ul style="list-style-type: none"> <li>• Help to know what to do</li> </ul> <p><b><u>Emergency reporting and recording</u></b></p> <p>26. Complete first aid/incident report form/ first aid book</p> <ul style="list-style-type: none"> <li>• Details of injury/ time/ location/ names/ signatures/ personal information</li> </ul> <p>27. RIDDOR (relevant to only the broken arm)</p> <ul style="list-style-type: none"> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations.</li> <li>• Online with the HSE</li> </ul>		<ul style="list-style-type: none"> <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>• Satisfactory explanation of some of the steps both a coach and first aider should do.</li> <li>• Accurate identification of some equipment that would be used and some/attempted justification</li> <li>• Accurate identification of at least one type of emergency recording.</li> </ul> <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>• Basic description of some of the steps a coach and first aider should do.</li> <li>• Identification of some equipment that would be used with limited if any justification</li> <li>• May refer briefly to one type of reporting.</li> </ul> <p><b>[0 marks]</b> No response worthy of credit.</p>

Question		Answer	Marks	Guidance
11	(b)	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. (Outdoor) Swimming pool</li> <li>2. (Outdoor) Courts e.g. tennis court, basketball court</li> <li>3. Astro pitch e.g. hockey pitch</li> <li>4. Parks</li> <li>5. (Outdoor) Communal areas e.g. café seating</li> <li>6. Running track/ athletics ground</li> <li>7. (Outdoor) Gym</li> </ol>	2	<p>Accept other suitable examples</p> <p>Must identify two different types of environment. DNA field as this is in the question</p>
12	(a)	<p>Four marks for:</p> <ol style="list-style-type: none"> <li>1. (Environmental) Weight left on floor/water spillage/drink spillage/wire loose/bench left out/faulty equipment/icy pitch/inappropriate clothing/footwear/ bad weather/uneven ground</li> <li>2. (Biological) Animal waste/sweat/blood/litter</li> <li>3. (Chemical) Chlorine leak/cleaning products spillage</li> <li>4. (Psychological) Fatigue whilst exercising/being under the influence of alcohol or drugs/depression/stress</li> </ol>	4	<p>DNA: trip hazard as this is a description of the type of hazard not an example</p> <p>DNA slip or trip –these are the outcomes not the hazard itself</p> <p>Weather needs some description e.g. too hot, icy, extreme</p>

Question		Answer	Marks	Guidance	
12	(b)	Five marks for:	5		
		Record findings and implement them			4
		Identify hazard			1
		Review and update assessment			5
		Evaluate the risk and decide on control measures			3
		Identify those at risk	2		
12	(c)	Three marks from: 1. (Auditory) Alarm/siren/customer announcement warning of an accident/whistle from a lifeguard or coach 2. (Physical) Gloves for when cleaning/fence around the edge of field/gate on entrance to swimming pool/locked cupboard 3. (Procedural) Carry out safety checks/ inductions before use equipment/(following an) EAP/taking a register at the start of a session/ risk assessment/locking computers/ setting rules to follow	3	Accept other suitable examples  DNA wet floor signs –this is a visual control	
13	(a)	Two marks for: A Preventing impairment of health B Protection from maltreatment	2		

Question		Answer	Marks	Guidance
13	(b)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Effective recruitment and selection of staff/ DBS checks</li> <li>2. <b>Safeguarding</b> training</li> <li>3. Clear lines of accountability/know the chain of command</li> <li>4. Arrangements to share information with other organisations (NSPCC/Social services etc)</li> <li>5. Clear safeguarding policies</li> <li>6. Designated safeguarding lead</li> <li>7. Adherence to legislation</li> <li>8. Correct staffing ratios</li> </ol>	3	Point 2 -must refer to safeguarding training not just staff training
13	(c)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Sports development/ increase opportunities</li> <li>2. Setting of rules and regulations</li> <li>3. Organising competitions/tournaments</li> <li>4. Increasing participation</li> <li>5. Targeting special population groups/ developing adapted activities</li> <li>6. Talent development/ pathways</li> <li>7. Education</li> <li>8. Training coaches/ officials</li> <li>9. <b>Providing</b> funding (e.g. for facilities)</li> <li>10. Discipline issues e.g. banning players</li> <li>11. <b>Sourcing</b> funding</li> <li>12. Use of positive role models/ develop role models through use of media</li> </ol>	3	<p>Synoptic link to Unit 3 LO1 1.2</p> <p>Initiatives can be awarded under increasing participation point 4</p>

Question		Answer	Marks	Guidance
13	(d)	One mark from: 1. CPSU/NSPCC 2. Social services 3. Police 4. School/ local authorities	1	Accept Childline as point 1 as part of NSPCC  DNA incorrect versions of CPSU e.g. CSPU
14	(a)	One mark for: 1. Control of Substances Hazardous (to) Health	1	All words must be correct to gain mark other than to
14	(b)	Three marks from: 1. Make sure chemicals are stored in a locked cupboard/ locked storage 2. What PPE to wear when handling the chemicals 3. Have appropriate handling methods/protocols/instructions in place/ how to clean up if split 4. Train staff for using chemicals 5. Identify first aid requirements/First aid requirements in place 6. Having COSHH sheets in place for employees to look at. 7. Only use set/ listed chemicals/ correct amount of chemicals 8. Chemicals must be labelled correctly and identified as hazardous 9. Appropriate signs on storage cupboards/ places to make sure caution should be taken 10. Correct storage for chemicals/ keep flammable substances separate	3	Out of reach of public - vague

Question		Answer	Marks	Guidance
14	(c)	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Lock/secure data/password protected/computers locked.</li> <li>2. (Not sharing) Do not give out people's personal information to anyone else</li> <li>3. Don't store (for longer than necessary)/ remove when finished with/ delete when customer leaves</li> <li>4. Being clear on what the information is being used for/only kept for specified purposes</li> <li>5. Information is kept up to date</li> <li>6. Complying with GDPR legislation</li> </ol>	2	Data is kept safe – vague
14	(d)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Monitoring of entrance/signing in and out/ barriers</li> <li>2. Vetting procedures for staff/DBS</li> <li>3. Membership system</li> <li>4. Keep personal details/records secure</li> <li>5. Valuable storage/Lockers</li> <li>6. CCTV / cameras</li> <li>7. Lock changing room doors/ doors with passcodes</li> </ol>	3	DNA security guard
15	(a)	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Bruises</li> <li>2. Grazes</li> <li>3. Burns/ scalding</li> <li>4. Splinter</li> <li>5. Nose bleed</li> <li>6. Sprain e.g. sprained ankle/ swollen ankle</li> <li>7. Muscle strain/pulled muscle</li> </ol>	2	DNA Heart attack, seizure, shock, concussion, choking, head injuries, broken bones – not minor injuries

Question		Answer	Marks	Guidance
15	(b)	<p>Four marks for:</p> <ol style="list-style-type: none"> <li>1. Carry out risk assessment/ check for hazards/ check playing area</li> <li>2. <b>Deal</b> with any hazards e.g. mop up spills, fill in holes, pick up litter/ put spare equipment out of the way/ cone off any dangerous areas/ mark out space</li> <li>3. (Equipment) Check equipment is safe/ right size for age of participants</li> <li>4. Make sure participants in correct kit/ footwear</li> <li>5. Appropriate use of PPE</li> <li>6. Take a register</li> <li>7. Plan session for appropriate level/ find out ability level</li> <li>8. PAR Q/ Health checks</li> <li>9. Make sure space is appropriate for number of participants</li> </ol>	4	Synoptic Unit 2 LO5 5:2 5:3
15	(c)	<p>Four marks from:</p> <ol style="list-style-type: none"> <li>1. (Collision) Lights would go out so people would find it hard to see and might bump into each other or objects</li> <li>2. (Trip/ slip) People could slip/ trip or fall over due to poor visibility</li> <li>3. Equipment would stop working while people are using it</li> <li>4. (Panic) People might panic and not act safely</li> <li>5. Could affect communications around the centre – e.g. PA, intercom, phone lines, computers</li> <li>6. Could impact on security equipment such as barriers, door locks, CCTV, alarms</li> <li>7. Get lost when trying to leave/ evacuate</li> <li>8. Drown/ not be able to get out of the swimming pool/ can't see to make sure everyone evacuated</li> </ol>	4	Cause an injury – vague

