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 June 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, 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 may give candidates the benefit of the doubt and mark the crossed-out response where legible.

   Rubric Error Responses – Optional Questions

   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor,

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which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

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 no 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 objects 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.

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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 is not an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out 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

Descriptor	**Award mark**
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

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11. Annotations used by examiners

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

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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

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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.

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Question			Answer	Marks	Guidance
1			One mark for: 1. Missing person/ child	1	DNA - Lost child Accept first answer only
2			One mark for: 1. Spilt chemicals 2. Chemicals not being stored properly/ chemicals being left out 3. Faulty pump -with context e.g. ice rink (NOT swimming pool) 4. Inappropriate mixing of chemicals leading to toxic gas.	1	DNA – Lid left off bleach/ cleaning products being left open DNA – faulty pump with no context or related to chlorine/ swimming pool.
3		**(i)**	One mark for: Environmental	1	
		(ii)	One mark for: Biological	1	
		(iii)	One mark for: Psychological	1	

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Question			Answer	Marks	Guidance
4			Two marks for: 1. (Auditory) Fire alarm/ PA or tannoy announcement/ coach instruction e.g. telling people not to run/ blowing a whistle 2. (Procedural) Emergency procedures/ evacuation procedures (EAP)/ normal operating procedures (NOP)/ fire drill/ security procedures e.g locking computer, locking doors/ carry out inductions before use equipment/ taking a register/ risk assessment/ setting rules to follow/ set numbers allowed in pool or gym	2	Accept other suitable examples Normal operating procedures includes: Fire alarm tests Fire door checks/tests Lifeguard shift timings/ breaks Following health and safety regulations
5			Two marks from: 1. Maintenance and service records 2. Evacuation procedures/ EAP 3. Normal operating procedures / NOP/ registers 4. RIDDOR **report/ form** 5. Fire log 6. COSHH **sheet**	2	BOD- RIDDOR / COSHH document
6			Two marks from: 1. Protecting from maltreatment 2. Preventing impairment of health and development 3. Ensuring provision of safe and effective care	2	Point 1 – must have some reference about what they are being protected from

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Question			Answer	Marks	Guidance
7			Three marks for: **(Neglect)** 1. Dirty clothes 2. Lack of coat or warm clothing/ inappropriate clothing for season 3. Ill-fitting clothes e.g. too small/ not having the right uniform/ kit 4. Lack of energy 5. Poor hygiene 6. Weight loss/ underweight/ malnourished/ weight gain **(Emotional)** 7. Becoming introverted/ reserved/ isolating themselves/ withdrawn 8. Development of speech impediments 9. Overly aggressive 10. Depressed 11. Sudden change in personality/ behaviour 12. Self harming **(Physical)** 13. Reoccurring injuries 14. Refusal to undress/ inappropriate clothing e.g. long sleeves in summer 15. Bruises / markings 16. Complaints of pain / discomfort 17. Young person acting aggressively / out of character/ quite/depressed/ introverted/ low confidence 18. Flinching when approached 19. Frequent visits to the GP/ treatment for injuries e.g. cast on arm 20. Fear of parents/carers/ fear of going home	3	DNA types of abuse – answer must be a sign e.g DNA hitting for physical abuse – this is the abuse not the sign. Question asks for different signs so do not credit same answer for different types of abuse e.g. DNA becoming introverted / depressed for more than one type of abuse.

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Question			Answer	Marks	Guidance
8			Two marks for: 1. Evaluate the risk/ Probability x severity = risk level/ calculate how serious the risk is 2. Put control measures in place/ identify how to reduce risk 3. Record findings/ implement findings 4. Monitor/ review and update assessment	2	• Accept suitable alternative wording for mark 1 e.g Give a score out of 5 – 1 is low probability, 5 is high probability.
9			Three marks for: Sub max 1 one mark for type of emergency and 2 marks for actions. 1. (type of emergency) Bomb threat 2. (Action) Call 999/ emergency services/ask receptionist to call 999 3. (Action) Alert manager 4. (Action) Stop the activity 5. (Action) Sound the alarm 6. (Action) Evacuate the hall/ get everyone out of the building/ to a safe place 7. (Action) Direct everyone to fire exits/ muster point 8. (Action) Make sure changing rooms are empty 9. (Action) Register	3	

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Question			Answer	Marks	Guidance
10			One mark for: 1. Cordon off/ fence off the area 2. Move people away to a safe space/ evacuate 3. Liaise with manager/find out if everyone is accounted for 4. Make sure no one enters the building/ check safe before allowing re-entry 5. Rescue anyone still inside the building/ look for missing people 6. Identify/investigate the cause of the fire 7. Provide first aid	1	
11		**(a)**	Three marks for: 1. (Injury) Carry out warm up/ show correct technique/ supervise during session/ correct any incorrect technique/ give instructions about how to do activities safely/ correct intensity of session 2. (Equipment) Make sure all equipment is put to side/ put equipment away as you go/ point out any trip hazards/have a rack for all the equipment to go on/ make sure equipment is set up correctly 3. (Water spill) Clear spillages/ have set area for water bottles to be kept/ area to have a drink/ don't allow water in hall/cone off/wet floor sign on the wet area	3	
		(b)	One mark for: 1. Used when situation changes/ used to continuously assess the situation/ continuous process/ used during a session/ as the session progresses	1	
		(c)	One mark for: 1. Specific to activity/ sport **and** location	1	Must cover activity/ sport and location Accept if example covers both e.g. football in a sports hall

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Question			Answer	Marks	Guidance
		(d)	One mark for: **C** Prevent condition from becoming worse AND prevent harmful intervention.	1	
		(e)	One mark from: 1. Triangular bandage 2. Safety pin 3. Guidance leaflet 4. **Disposable** gloves	1	DNA Triangular sling
12		**(a)**	Three marks from: 1. Death 2. Fractures, other than to fingers, thumbs and toes 3. Amputations 4. Any injury likely to lead to permanent loss of sight or reduction in sight 5. Any crush injury to the head or torso causing damage to the brain or internal organs 6. **Serious** burns/ burns covering more than 10 % of body (including **serious** scalding) 7. Any scalping requiring hospital treatment 8. Any loss of consciousness caused by head injury or asphyxia • 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 9. Incapacitated for **over 7 days** 10. Accidents to members of public if they require treatment at hospital	3	BOD – **injury** leading to hospitalisation If someone is off work for over a week due to injury or illness – vague if no link to injury in workplace Head injury – vague If candidates provide the following answers then accept : Occupational diseases Exposure to gases/ carcinogens/ mutagens and biological agents

Question			Answer	Marks	Guidance
		(b)	One mark from: 1. Graze/ scrape/ scratch 2. Cut 3. Splinter 4. Broken fingers and toes 5. Bruises 6. Blister 7. Small burns 8. Nose bleed 9. Sprain 10. Muscle strain/ pulled muscle 11. Head injury 12. Concussion 13. Dislocation 14. Fractured eye socket/ swollen eye	1	Accept other suitable examples DNA choking – not an injury

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Question			Answer	Marks	Guidance
		(c)	6 marks from: Sub max 3 marks each job role. **Manager:** 1 Evacuate the sport centre 2 Coordinate staff 3. Call emergency services/ 999/ ask receptionist to phone emergency services 4. Sound alarm/ identify/ locate the zone of the fire 5. Ask receptionist to make announcement 6. Follow EAP/ oversee the emergency 7. Check registers/ attendance/ ensure everyone has evacuated 8. Liaise with emergency services 9. Help any vulnerable adults/ children 10. Prevent anyone from entering building (if evacuation has taken place) 11. Record the emergency/ fire. **Lifeguard** 12. Stop the session 13. Evacuate pool 14. Check changing rooms/ clear changing rooms/ check no one in changing rooms 15. Guide people to exits (if evacuation required) 16. Guide/ take to nearest assembly point. 17. Stop anyone from going back to collect belongings/ going back into changing rooms 18. Provide blankets/space blankets/ towels 19. Assist special population groups to evacuate. 20. Provide first aid 21. Administer CPR (if required)	6	The question asks for different responsibilities so cannot award the same answers for both job roles e.g DNA guides out of the exits for manager and lifeguard. DNA check the building is clear Assist customers - vague

Question			Answer	Marks	Guidance
13		(a)	Three marks from: 1. Sets ground rules e.g. make sure in appropriate kit/ no jewellery/ hair tied up/ correct footwear 2. Fair e.g. treating people equally/ ensuring equality/ treating people with respect 3. Consistent 4. Ethical 5. Duty of care e.g register, following health and safety rules, first aid provision/ ensure safety 6. Assess risk/ carry out risk assessment e.g. check playing surface, check equipment, put equipment away 7. Promote health and wellbeing e.g. following correct technique/ ensuring correct form 8. Codes of conduct e.g being a role model 9. Plan sessions appropriately e.g. carry out a warm up, plan activities to appropriate age/ ability level/ use appropriate equipment/ prevent overworking	3	**DNA roles of coach- must be responsibility** **(Roles from Unit 2 are (e.g.** **motivator,** **planner, instructor, mentor, facilitator,** **demonstrator, adviser,** **supporter, fact finder, counsellor, organiser)** **DNA safeguarding** 3 X synoptic marks for applying knowledge from Unit 2 LO1 (Know the roles and responsibilities of sports coaches and activity leaders) DNA responsibilities that are not carried out in the session. DNA replace equipment DNA ratios – this is safeguarding.

Question			Answer	Marks	Guidance
13		(b)	Four marks from: Sub max 2 marks for the start and 2 marks for the end **Start** 1. Warm up/ stretches 2. Check if any injuries/ medical conditions 3. Check in kit/ appropriate clothing/ footwear/ jewellery/ PPE/ no gum 4. Take a register/ head count 5. Setting ground rules **End** 6. Cool down/ stretches 7. Make sure not left on own/ picked up by appropriate person 8. Make sure equipment is out of the way/ no trip hazards.	**4**	4 X synoptic marks for applying knowledge from Unit 2 LO5 (LO5 Be able to prepare sports and activity environments) DNA risk assessment -generic and site would be done before session. Dynamic is during – not at start or end. DNA the following as these are pre session steps: 1. Checking the playing area is safe 2. Checking equipment is safe 3. Make sure first aid provision 4. Staff: participant ratio DNA Make sure they get home safely
13		(ci)	Two marks from: Submax 1 mark for safeguarding policies and effective recruitment Safeguarding policies 1. If clear policies are in place there is a clear process/ system to follow/ so staff know what to do/ outlines what staff should do if there is a safeguarding issue Effective recruitment of staff 2. So that staff have no criminal record /check their background/ pose a threat to the participants/ check that staff are safe to work with children and vulnerable adults/ensure that a DBS check is completed before they start work.	**2**	Accept opposite points

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Question			Answer	Marks	Guidance
		(cii)	One mark from: 1. Effective training and support for staff/ staff training 2. Clear lines of accountability 3. Arrangements to share information with other organisations 4. Designated safeguarding lead 5. Adherence to legislation (e.g. the Mental Capacity Act 2005, The Children Act 1989 and 2004) 6. Avoiding 1:1 situations 7. Ensure correct staff : participant ratios.	**1**	DNA Effective recruitment/ DBS check and safeguarding policies as they are in part (ci) and the question asks for other requirement. DNA H & S training

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Question			Answer	Marks	Guidance
14		(a)	6 marks from: Submax 2 marks for each method, 1 mark for method, 1 mark for explanation 1. (Method) Membership/ membership cards/ key cards/ barriers 2. (Explanation) Will only allow certain people in/ stop anyone from just entering 3 (Method) monitoring of entrance 4 (Explanation) making sure no one just wanders in/ deterrent 5. (Method) vetting procedures for staff/DBS check 6. (Explanation) makes sure staff don't have a criminal record/ makes sure staff are safe to work with children 7. (Method)CCTV/ 8. (Explanation) deters people from stealing/ being violent / staff can see if any suspicious/ inappropriate behaviour and intervene 9. (Method) valuable storage/ lockers 10. (Explanation) having valuables locked away means people can't steal them 11. (Method) Record security 12. (Explanation) ensuring personal details/ documents are secure and not accessible to other people	6	The explanation must link to how the procedure increases security. DNA helps police find out who did it (membership) DNA so they know who is in the building (membership)

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Question			Answer	Marks	Guidance
		(b)	Two marks from: 1. Providing staff with correct PPE 2. Train staff for using chemicals 3. Only use set/ listed chemicals/ correct amount of chemicals/ don't mix the chemicals 4. Chemicals must be labelled correctly and identified as hazardous 5. Appropriate signage when using chemicals in a public area/ signs on cupboards. 6. Identify first aid requirements/First aid requirements in place 7. Have appropriate handling methods/protocols/instructions in place/ how to clean up if split 8. Having COSHH sheets in place for employees to look at. 9. Keep flammable substances separate	2	Do not accept locking cleaning cupboards and storing chemicals correctly – in the question.

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Question			Answer	Marks	Guidance
	(c)	(i)	Three marks from: 1. Treat everyone equally/ Don't discriminate against any clients. 2. (Access- into centre) Ensure equal access for people/ ensure people with disability can access the building/ ramps/ lifts/ handrails 3. (Facilities) Ensure changing rooms for people with disabilities/ accessible toilet/ accessible showers 4. (Equipment) Ensure access to equipment/ lift/ hoist for swimming pool/adaptable gym equipment. 5. (Staff training) staff training in how to use the (adaptable) equipment/ training to know how to work with special population groups 6. (Inclusive sessions) Running inclusive sessions e.g. sitting volleyball. 7. Equal access to job opportunities/ promotion/ equal pay/ fair treatment 8. Accessible signage/ guidance/ instructions e.g. Braille, multi lingual 9. Private clubs must offer membership	3	All participants have access- vg All participants can use facilities-vg All participants can use equipment-vg DNA one word answer

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15 *		(a)	**Describe the requirements:** 1. Provision for first aid • stocked first aid kit • suitable number/ correct ratio of trained first aiders • examples of provision e.g. defibrillator, anaphylactic kits, spinal boards 2. Needs assessment • check what the first aid requirements are • based on activities • based on size of facility • based on number of customers 3. Appointed person to take charge of first aid arrangements 4. Information for employees about first aid arrangements • Staff know who first aiders are • Staff know how to contact first aiders • Staff know where first aid kits are located **Response to choking** Give one KU for recognition across both scenarios of checking for danger/ clearing the area before responding 5. Asking if they are choking 6. Encourage person to cough • Help to move the obstruction 7. Encourage person to spit it out		**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 <u>are likely</u> to include:** • Detailed explanation of the First Aid requirements. • Accurate and detailed description of how you would respond to both situations. • At the top of this band there should be detailed responses to both aspects of the question. • At the bottom of this band there may be very detailed response to one aspect of question but briefer on the other. **Level 2 (4-6 marks)** **A competent answer** • Satisfactory knowledge and understanding • Analysis/evaluation and/or discussion/development attempted with some success • Some success in practical application of knowledge

			• Help to get obstruction out 8. Back blows • Stand behind them and slightly to one side. • Support their chest with 1 hand. • Lean them forward so the object blocking their airway will come out of their mouth, rather than moving further down. • Give up to 5 sharp blows • Between their shoulder blades with the heel of your hand. • If blockage is not clear give up to 5 abdominal thrusts. 9. Abdominal thrusts (Heimlich manoeuvre) • Stand behind the person who's choking. • Place your arms around their stomach/ waist and bend forward • Clench 1st fist and place above their belly. • Put the other hand on top of your fist and pull inwards and upwards. • Repeat this movement up to 5 times. 9. If not working, call 999. **Treating casualty who is unconscious and not breathing:** 10. Call 999 11. Perform CPR • Kneel by the casualty and put the heel of your hand in the middle of their chest.		• Technical and specialist vocabulary used with some accuracy • Written communication generally fluent with few errors **At Level 2 responses <u>are likely</u> to include:** • Satisfactory explanation of some of the First Aid requirements. • Accurate description of how to respond to situations, or detailed of one and basic for the other. • At the top of this band answers may just give a detailed response to one half of the question (response or FA requirements) or may cover some response to both aspects. • At the bottom of this level, response to situations may be brief. **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 <u>are likely</u> to include:**

Question			Answer	Marks	Guidance
			• Put your other hand on top of the first and interlock fingers making sure they don't touch the ribs. • Keep your arms straight and lean over the casualty. Press down hard, to 4-6 cm, then allow the chest to come back up. • Push at a rate of 100-120 per minute • After 30 chest compressions, give two rescue breaths. • Repeat 30 chest compressions at a rate of 100-120 (2 a second) compressions per minute, to 2 breaths. • Tilt head back and nip nose when completing rescue breaths • Continue until ambulance arrives or someone can get a defibrillator		• Basic outline of the First Aid requirements, likely to only cover one. • Basic description of how you would respond to the situations, may have inaccuracies, may only refer to one situation.
15	**(b)**		Two marks from: 1. Call 999/ emergency services 2.Direct emergency services 3. Get the accident report book/ log 4. Ring next of kin/ parent/ guardian	2	
15	**(c)**		Two marks from: 1. Name 2. Contact details 3. Age/ date of birth 4. Injury sustained	2	

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