# *PLANNING SUPPORT BOOKLET*

**J257, J260**

**For first teaching in 2016**

This support material booklet is designed to accompany the OCR GCSE (9–1) in Biology B and Combined Science B (Twenty First Century).

***DISCLAIMER***

This resource was designed using the most up to date information from the specification at the time it was published. Specifications are updated over time, which means there may be contradictions between the resource and the specification, therefore please use the information on the latest specification at all times.If you do notice a discrepancy please contact us on the following email address: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

# Introduction

This support material is designed to accompany the OCR GCSE (9–1) specification for first teaching from September 2016 for:

* [Biology B (Twenty First Century Science – J257)](http://www.ocr.org.uk/Images/234595-specification-accredited-gcse-twenty-first-century-science-suite-biology-b-j257.pdf)
* [Combined Science B (Twenty First Century Science – J260)](http://www.ocr.org.uk/Images/234597-specification-accredited-gcse-twenty-first-century-science-suite-combined-science-b-j260.pdf)

The Planning Guidance table on the following pages sets out suggested teaching times for the topics within the specification. Note that we always recommend that individual centres plan their schemes of work according to their individual needs. Actual teaching times for topics will depend on the amount of practical work done within each topic and the emphasis placed on development of practical skills in various areas, as well as use of contexts, case studies and other work to support depth of understanding and application of knowledge and understanding. It will also depend on the level of prior knowledge and understanding that learners bring to the course.

The table follows the order of the topics in the specification. It is not implied that centres teach the specification topics in the order shown, centres are free to teach the specification in the order that suits them.

## Delivery guides

Delivery guides are individual teacher guides available from the GCSE Biology B and Combined Science B q qualification pages.

* <http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/>
* http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-combined-science-b-j260-from-2016/

These Delivery guides provide further guidance and suggestions for teaching of individual topics, including links to a range of activities that may be used and guidance on resolving common misconceptions.

## Ideas about Science (B7) and Practical Work (B8)

Specification Chapter B7 (Ideas about Science) and Chapter B8 (Practical skills) are not included explicitly in the Planning Guidance table. The expectation is that these ideas and practical skills are developed throughout the course and in support of conceptual understanding.

Links to B7 learning outcomes and suggestions where the PAG techniques can be included are found throughout the table. This is by no means an exhaustive list of potential practical activities.

|  |  |  |
| --- | --- | --- |
| Chapter | Estimated teaching hours | Comments and PAG opportunities |
| **Chapter 1: You and Your Genes** | | |
| 1.1 What is the genome and what does it do? | 7 / 4 | PAG1 Describe how to use a light microscope to observe a variety of plant and animal cells |
| 1.2 How is genetic information inherited? | 4 / 3 |  |
| 1.3 How can and should genetic information be used? | 5 / 5 |  |
|  | **Total 16 / 12** |  |
| **Chapter 2: Keeping Healthy** | | |
| 2.1 What are the causes of disease? | 5 / 5 |  |
| 2.2 How do organisms protect themselves against pathogens? | 6 / 5 |  |
| 2.3 How can we prevent the spread of infections? | 3 / 3 |  |
| 2.4 How can we identify the cause of an infection? | 5 / 0 | PAG1 Describe how to use a light microscope to observe microorganisms  PAG7 Describe and explain the aseptic techniques used in culturing microorganisms |
| 2.5 How can lifestyle, genes and the environment affect health? | 4 / 3 | PAG6 Describe how to practically investigate the effect of exercise on pulse rate and recovery rate |
| 2.6 How can we treat disease? | 3 / 2 | PAG7 Calculate cross-sectional areas of bacterial cultures and of clear zones around antibiotic discs on agar jelly using πr2 |
|  | **Total 26 / 18** |  |
| **Chapter 3 Living Together – Food and Ecosystems** | | |
| 3.1 What happens during photosynthesis? | 10 / 9 | PAG5 Describe practical investigations into the requirements and products of photosynthesis  PAG4 Describe practical investigations into the effect of substrate concentration, temperature and pH on the rate of enzyme controlled reactions |
| 3.2 How do producers get the substances they need? | 8 / 7 | PAG8 Describe practical investigations into the processes of diffusion and osmosis  PAG1 Describe how to use a light microscope to observe the structure of the xylem and phloem  PAG6 Describe how to use a simple potometer |
| 3.3 How are organisms in an ecosystem interdependent? | 7 / 4 | PAG2 Describe the use of qualitative tests for biological molecules |
| 3.4 How are populations affected by conditions in an ecosystem? | 3 / 3 | PAG3 Describe how to carry out a field investigation into the distribution and abundance of organisms in an ecosystem |
|  | **Total 28 / 23** |  |
| **Chapter 4 Using Food and Controlling Growth** | | |
| 4.1 What happens during cellular respiration? | 3 / 3 | PAG5 Describe practical investigations into the effect of different substrates on the rate of respiration in yeast |
| 4.2 How do we know about mitochondria and other cell structures? | 1 / 1 |  |
| 4.3 How do organisms grow and develop? | 5 / 5 | PAG1 Describe how to use a light microscope to observe stages of mitosis |
| 4.4 How is plant growth controlled? | 3 / 0 | PAG6 Describe practical investigations into the role of auxin in phototropism |
| 4.5 Should stem cells be used to treat damage and disease? | 1 / 1 |  |
|  | **Total 13 / 10** |  |
| **Chapter 5 The Human Body – Staying Alive** | | |
| 5.1 How do substances get into, out of and around our bodies? | 7 / 6 |  |
| 5.2 How does the nervous system help us respond to changes? | 5 / 2 | PAG6 Describe practical investigations into reflex actions |
| 5.3 How do hormones control responses in the human body? | 2 / 2 |  |
| 5.4 Why do we need to maintain a constant internal environment? | 5 / 1 | PAG6 Describe practical investigations into temperature control in the body |
| 5.5 What role do hormones play in human reproduction? | 5 / 5 |  |
| 5.6 What can happen when organs and control systems stop working? | 7 / 2 | PAG6 Describe practical investigations into the response of the pupil in different light conditions |
|  | **Total 31 / 18** |  |
| **Chapter 6 Life on Earth – Past and Present** | | |
| 6.1 How was the theory of evolution developed? | 8 / 5 |  |
| 6.2 How do sexual and asexual reproduction affect evolution? | 1 / 0 |  |
| 6.3 How does our understanding of biology help us classify the diversity of organisms on Earth? | 1 / 1 |  |
| 6.4 How is biodiversity threatened and how can we protect it? | 8 / 3 |  |
|  | **Total 18 / 9** |  |

**Total teaching hours = 132 / 90 hours**

# Outline Scheme of Work: B6 Life on Earth – past, present and future

## Suggested teaching time for chapter: 18/9 hrs

|  |  |
| --- | --- |
| **Additional remote learning opportunities**  ***As a response to the Covid-19 outbreak, additional online learning opportunities were identified for each topic in June 2020.*** | |
| **Statement** | **Teaching activities** |
| B6.1.3, B6.1.5, B6.1.7 & B6.1.9 | This Amoeba sisters [video](https://www.youtube.com/watch?v=7VM9YxmULuo&list=PLwL0Myd7Dk1FuT0I6icE7octRIgJqMBhS&index=3) about natural selection can be used by students for independent learning.  This [interactive simulation](https://phet.colorado.edu/en/simulation/legacy/natural-selection) allows students to see natural selection in action, and allows them to be able to ‘control’ species, such as adding a mutation to certain species and seeing the effect. |
| B6.1.8 | Students could read this brief [biography](https://www.nationalgeographic.org/encyclopedia/alfred-wallace/) about the work of Wallace, and then compare this to what they may already know about him and Darwin. There is also a [biography](https://www.nationalgeographic.org/encyclopedia/charles-darwin/) about the work of Darwin. |
| B6.1.6 | This [video](https://www.stem.org.uk/resources/elibrary/resource/28715/selective-breeding-and-genetic-modification) compares selective breeding and genetic engineering and can be used by students to reinforce learning. |
| B6.2.1 | This Amoeba sisters [video](https://www.youtube.com/watch?v=vl6Vlf2thvI) can be used for independent study about mutations. It can also be linked to protein synthesis and DNA |
| B6.3.1 | This [video](https://www.youtube.com/watch?v=HLnaIJm5wM4) can be used by students to understand how classification works and how it has changed over time. |
| B6.4.1 & B6.4.4 | This [video](https://www.youtube.com/watch?v=L9zWDtDKDS8) is a time-lapse series of satellite images, showing the deforestation of the Amazon rainforest. Forest is shown in dark green, while cleared areas are pale yellow (bare ground) or light green (crops and pastures). This second [video](https://www.nhm.ac.uk/our-science/our-work/biodiversity.html) discusses biodiversity and the effect of human impact on it.  This [interactive remote lesson](https://www.bbc.co.uk/bitesize/articles/zfh4dty) on ecosystems and extinction contains one video and two practise activities students can use to reinforce learning. |
| **B6.4.2** | This [video](https://www.youtube.com/watch?v=wXJiHr8jWBs) shows the ways humans are having an impact on biodiversity, including through climate change. This [TED talk](https://www.youtube.com/watch?v=ztWHqUFJRTs) relates the greenhouse effect to the carbon cycle and a game of tetris. This is a good resource to reinforce learning, and links well with GCSE Chemistry. |
| B6.4.3 | This is a [documentary](https://www.youtube.com/watch?v=3IgAe2bdoAc) about food security that students can watch to learn about this issue in context. |
| B6.4.6 | This interactive [multiple choice quiz](https://www.educationquizzes.com/gcse/biology/unit-1-genetic-engineering/) can be used to review genetic engineering and benefits and risks (linking back to B1.3). There are also other topics available. This [quiz and stimulus materials](https://www.stem.org.uk/resources/elibrary/resource/29267/genetic-engineering) could be used by students to learn about some of the advantages and disadvantages of genetic engineering. |

### B6.1 How was the theory of evolution developed?

| Lesson | Statements | Teaching activities | Notes |
| --- | --- | --- | --- |
| 1 & 2 | B6.1.1 state that there is usually extensive genetic variation within a population of a species  B6.1.2 recall that genetic variants arise from mutations, and that most have no effect on the phenotype, some influence phenotype and a very few determine phenotype | **Genetic variation in a population**  Learners can use the resource by Nature to develop an understanding about natural selection. The animations included are useful in aiding the learner’s development and could be used as an independent study resource.  [View full activity in B6.1 How was the theory of evolution developed? – Online delivery guide](http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/delivery-guide/topic-gbb006-b6-life-on-earth-past-present-and-future/delivery-guide-gbbdg025-b61-how-was-the-theory-of-evolution-developed?activity=293891#293891)  The three revision pages and test of the BBC Bitesize site [here](http://www.bbc.co.uk/education/guides/zhp4jxs/revision/1) cover the content of these lessons at the right level and provide a good introduction / revision.  Variation in a range of human characteristics can be investigated practically to illustrate the concept in a great way for learners. Emphasis should be placed on the fact that it is simply variation and no characteristic is better or worse. The practical activities found [here](https://www.tes.com/teaching-resource/variation-practical-6265258) can be used as a basis and adapted as required. | From the Key Stage 3 Programme of Study:   * Differences between species. * The variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation.   The content of these lessons is an opportunity to link back synoptically to the content in B1 about genes, alleles and other key ideas and terminology. |
| 3 & 4 | B6.1.3 explain how evolution occurs through natural selection of variants that give rise to phenotypes better suited to their environment  B6.1.4 explain the importance of competition in a community, with regard to natural selection  B6.1.5 describe evolution as a change in the inherited characteristics of a population over a number of generations through a process of natural selection which may result in the formation of new species  B6.1.8 describe the work of Darwin and Wallace in the development of the theory of evolution by natural selection | **Pocket rocket mouse**  This video from the Biointeractive website provides learners with a contextual view of how natural selection occurs and could be a great introduction to the topic, generating discussion and interest in a concise 10-minute video clip.  [View full activity in B6.1 How was the theory of evolution developed? – Online delivery guide](http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/delivery-guide/topic-gbb006-b6-life-on-earth-past-present-and-future/delivery-guide-gbbdg025-b61-how-was-the-theory-of-evolution-developed?activity=293893#293893)    **Evolution and natural selection game**  In this [resource](http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/delivery-guide/Images/123-357552-lr5-evolution-game-v2.doc), learners are introduced to a scenario where their parents were mutated by UV radiation resulting in mutation of their DNA. They are exposed to different environmental challenges to demonstrate natural selection.  **Darwin and Wallace**  The BBC have produced a timeline detailing the Story of Charles Darwin and Alfred Wallace.  Learners can use the BBC resource along with the one by Understanding Evolution to produce a historical news article on the work done by the two men.  [View full activity in B6.1 How was the theory of evolution developed? – Online delivery guide](http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/delivery-guide/topic-gbb006-b6-life-on-earth-past-present-and-future/delivery-guide-gbbdg025-b61-how-was-the-theory-of-evolution-developed?activity=293899#293899)    The activity found [here](https://www.tes.com/teaching-resource/sticky-dogs-natural-selection-6441065) is a great way to introduce the ideas in these lessons in an accessible and fun way to learners.  The animation found [here](http://www.classzone.com/cz/books/bio_09/get_chapter_group.htm?cin=4&rg=animated_biology&at=animated_biology&var=animated_biology) can be used to introduce the concept of natural selection by evolution. (Select New York and click Go, then select High School Science and click Go, then click Biology 2010 and then Animated Biology. Unit 4 is Evolution and Chapter 10 is about natural selection.)  There is a range of activities found on page 5 of the Natural Selection Transition Guide [here](http://www.ocr.org.uk/Images/308323-natural-selection-transition-guide.pdf) that will allow you to review Key Stage Three content with your learners to assess whether they are ready to consider the content in more depth. The Checkpoint tasks found [here](http://www.ocr.org.uk/Images/308131-natural-selection-checkpoint-task.doc) will also help with this and move learners on. The activities found on page 7 of the Transition Guide all focus on the content more at Key Stage Four level. | From the Key Stage 3 Programme of Study:   * The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection.   Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction. |
| 5 | B6.1.6 explain the impact of the selective breeding of food plants and domesticated animals | **Selectively breeding a super cow**  A short 4-minute [video clip](https://www.youtube.com/watch?v=Nmkj5gq1cQU) shows the dramatic effect selective breeding can have on an animal and how scientists are able to produce animals such as ‘Super cow’. The clip does include aspects of bovine reproduction which may not be appropriate for an immature learner.  Pages 1 and 3 of the BBC Bitesize site [here](http://www.bbc.co.uk/education/guides/z6trd2p/revision/3) link natural selection and selective breeding. Page 2 describes antibiotic resistance and can be looked at later in this chapter.  [This](https://www.tes.com/teaching-resource/selective-breeding-ppt-6310671) is a good presentation with information about selective breeding that concludes with a cloze activity.  [This](https://www.tes.com/teaching-resource/cows-selective-breeding-6033323) is a clear and straightforward activity using cows / bulls as the examples for selective breeding. |  |
| 6 | B6.1.7 describe how fossils provide evidence for evolution | **Human evolution**  Learners can develop an understanding of human evolution by fossil evidence in the video by Smithsonian Museum of Natural History. They could go on to use other aspects of the resource to research a particular human ancestor and produce their findings as part of a homework activity.  [View full activity in B6.1 How was the theory of evolution developed? – Online delivery guide](http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/delivery-guide/topic-gbb006-b6-life-on-earth-past-present-and-future/delivery-guide-gbbdg025-b61-how-was-the-theory-of-evolution-developed?activity=293897#293897)    [This](https://www.youtube.com/watch?v=cGkhRSa00Hk) video clip is an interesting introduction to the evidence that fossils provide for evolution.  The quiz found [here](https://www.footprints-science.co.uk/index.php?quiz=Evolution) could be used by learners as revision or as a plenary. |  |
| 7 & 8 | B6.1.9 describe modern examples of evidence for evolution including antibiotic resistance in bacteria  B6.1.10 explain the impact of these ideas on modern biology and society  *(separate science only)* | **Antibiotic resistance**  The learners could use this [resource](https://www.abpischools.org.uk/topic/infectiousdiseases-medicines/3) that would allow them to develop their understanding and may potentially produce a ‘public information’ resource highlighting how antibiotic resistant bacteria develop and what can be done to limit their development.  The video clip found [here](https://www.youtube.com/watch?v=zjR6L38yReE) is an animated description of antibiotic resistance but is at an appropriate level including information about genetic mutations.  The presentation [here](https://www.tes.com/teaching-resource/antibiotic-resistance-animated-ppt-6317203) has a great animated section that shows the reality of antibiotic resistance in a fun and engaging way. One caveat is that the presentation is designed for Foundation tier learners but could easily be adapted to incorporate some of the Higher tier ideas.  [This](https://www.tes.com/teaching-resource/antibiotic-resistance-ocr-21st-century-science-3009798) is another visual way of representing some of the reasons why antibiotic resistance emerges that learners will find helpful in their understanding of the concept.  The activity found [here](https://www.tes.com/teaching-resource/antibiotic-resistance-comprehension-6324029) has a literacy focus and contains an article for learners to read about antibiotic resistance followed by questions to consider. |  |

### B6.2 How do sexual and asexual reproduction affect evolution? (Separate science only)

| Lesson | Statements | Teaching activities | Notes |
| --- | --- | --- | --- |
| 1 | B6.2.1 explain some of the advantages and disadvantages of asexual and sexual reproduction in a range of organisms | **Asexual vs sexual reproduction**  Learners are able to discover what is meant by the terms asexual and sexual reproduction in this [resource](https://learn.genetics.utah.edu/content/basics/reproduction/) before under taking a sorting task to group organisms.  **Investigating reproductive strategies**  Learn Genetics provides a comprehensive [lesson plan and resources](https://teach.genetics.utah.edu/content/evolution/files/ReproductiveStrategies.pdf) that will allow students to investigate a range of organisms and their reproductive strategies. The resource provides objectives, worksheets and full details. |  |

### B6.3 How does our understanding of biology help us classify the diversity of organisms on Earth?

| Lesson | Statements | Teaching activities | Notes |
| --- | --- | --- | --- |
| 1 | B6.3.1 describe the impact of developments in biology on classification systems, including the use of DNA analysis to classify organisms | **Classification**  BBC provides a [simple overview](https://www.bbc.co.uk/bitesize/guides/zbrmn39/revision/1) of the binomial classification system that may be useful to learners in the introduction to this topic. It may be useful to show the learners diagrams of specific organisms and allow them to classify them on their observable characteristics.  **Using DNA analysis in classification**  A short 2-minute video clip with transcript is provided by Science Learn New Zealand which explains how DNA is used in classification that learners can use to develop their understanding.  For more able learners the second resource allows the same opportunities but at a higher level.  [View full activity in B6.3 How does our understanding of biology help us classify the diversity of organisms on Earth? – Online delivery guide](http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/delivery-guide/topic-gbb006-b6-life-on-earth-past-present-and-future/delivery-guide-gbbdg027-b63-how-does-our-understanding-of-biology-help-us-classify-the-diversity-of-organisms-on-earth?activity=293943#293943)    **Classify that**  The [resource](http://sciencenetlinks.com/lessons/classify-that/) by Sciencenet Links provides teachers with a complete lesson plan and worksheet that allows less able learners to develop an understanding of classification. This resource is also well suited as an introductory homework. |  |

### B6.4 How is biodiversity threatened and how can we protect it?

| Lesson | Statements | Teaching activities | Notes |
| --- | --- | --- | --- |
| 1 & 2 | B6.4.1 describe both positive and negative human interactions within ecosystems and explain their impact on biodiversity  **B6.4.2 evaluate evidence for the impact of environmental changes on the distribution of organisms, with reference to water and atmospheric gases**  *(separate science only)* | **Human impact on biodiversity**  Learners can formulate ideas following watching the video clip which they can then use to debate the importance of biodiversity and the positive and negative impact humans have on it. The learners can then go on to use the second resource to help consolidate their arguments.  [View full activity in B6.4 How is biodiversity threatened and how can we protect it? – Online delivery guide](http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/delivery-guide/topic-gbb006-b6-life-on-earth-past-present-and-future/delivery-guide-gbbdg028-b64-how-is-biodiversity-threatened-and-how-can-we-protect-it?activity=293974#293974)  THINKING CONCEPTUALLY  **Environmental change**  Learners are able to use both of the following resources to learn about environmental change and how it can be measured. The [video clip](https://www.bbc.co.uk/bitesize/clips/zjm2tfr) can allow learners to formulate ideas which they can use to debate the importance of biodiversity, and the impact humans have on it. Learners can produce their own revision notes and use the [online test](https://www.bbc.co.uk/bitesize/guides/zxbn97h/revision/1) by BBC Bitesize to assess their understanding.  The activity found [here](https://www.tes.com/teaching-resource/biodiversity-endangered-species-cards-6183660) has some interesting information and pictures of a range of organisms that are being affected by human activity. | From the Key Stage 3 Programme of Study:  The importance of maintaining biodiversity and the use of gene banks to preserve hereditary material. |
| 3 & 4 | B6.4.3 describe some of the biological factors affecting levels of food security including increasing human population, changing diets in wealthier populations, new pests and pathogens, environmental change, sustainability and cost of agricultural inputs  *(separate science only)* | **Food security**  Learners are able to work through a comprehensive description of some factors affecting levels of food security. The resource will suit more able learners as it will allow them to continually expand their understanding with the wide range of addition references available.  [View full activity in B6.4 How is biodiversity threatened and how can we protect it? – Online delivery guide](http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/delivery-guide/topic-gbb006-b6-life-on-earth-past-present-and-future/delivery-guide-gbbdg028-b64-how-is-biodiversity-threatened-and-how-can-we-protect-it?activity=293978#293978)    The video clip [here](https://www.tes.com/teaching-resource/honeybee-shortage-for-crop-pollination-6393272#files) is a really interesting description of the loss of honey bees and what impact this is having on pollination of crop species and then food security.  The content in these lessons, and possibly that in subsequent ones, may well be suitable to consider setting as independent learning or project work as it is the type of content that lends itself to research by learners. They could present their findings in a variety of ways such as posters, leaflets or presentations. |  |
| 5 & 6 | B6.4.4 explain some of the benefits and challenges of maintaining local and global biodiversity  B6.4.5 extract and interpret information related to biodiversity from charts, graphs and tables  M2c, M4a | **Maintaining local and global biodiversity**  Global issues.org provides a [comprehensive resource](https://www.globalissues.org/article/170/why-is-biodiversity-important-who-cares) where learners can develop an understanding about the benefits and challenges of maintaining local and global biodiversity. |  |
| 7 & 8 | B6.4.6 describe and explain some possible biotechnological and agricultural solutions, including genetic modification, to the demands of the growing human population  *(separate science only)* | **Pollution and indicator species**  Learners have the opportunity to get involved with their own research by looking at the impact of pollution on freshwater invertebrate species.  [View full activity in B6.4 How is biodiversity threatened and how can we protect it? – Online delivery guide](http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-biology-b-j257-from-2016/delivery-guide/topic-gbb006-b6-life-on-earth-past-present-and-future/delivery-guide-gbbdg028-b64-how-is-biodiversity-threatened-and-how-can-we-protect-it?activity=293982#293982) |  |

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