# Switching to OCR GCSE (9-1) Physical Education J587 from Edexcel GCSE (9-1) Physical Education

### Introduction

Are you currently teaching the Edexcel GCSE Physical Education qualification? Are you thinking of switching? We are here to help.

We will provide you with all the support you could need to switch from the Edexcel GCSE Physical Education to our OCR GCSE Physical Education, including:

* Mapping of Edexcel’s specification to OCR’s specification
* An overview of the differences in assessment
* Mapping of the Edexcel textbook to OCR’s specification

### Our offer

* Our GCSE (9-1) Physical Education qualification has been created by our subject specialist team working with a number of stakeholders including: OCR Physical Education Consultative Forum, teachers, assessors, Higher Education Institutions and learned societies. It has been created to be a qualification which engages students so they achieve their full potential.
* Our GCSE team are passionate about both physical education and education. With industry, teaching and assessment experience, they are fully committed to supporting centres’ delivery of our GCSE qualifications.
* We have produced a wide range of support materials, such as handbooks, delivery guides and practical activities. We have a selection of practice papers which can be used as mock papers in preparation for the exams and we have a free and user-friendly tool - ExamBuilder - that you can use to create customised papers for students.
* Join our conversations on the OCR Community and [@OCR\_PhysEd](https://twitter.com/OCR_PhysEd) on Twitter to discuss and share good practice.

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| **OCR Physical Education (9-1)** | **Pearson Edexcel content in GCSE (9-1) Physical Education** |
| **Use of Data in Component 01 and Component 02** | |
| This specification contains the use of data analysis skills, which are spread across the components and topics. Areas of the specification where this may be assessed are marked with the following symbol: | In this specification Component 1 and Component 2 contain Topic 4: Use of data.  In Topic 4 students will develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport, through this content and linking it to other topics.  4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.  4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods  4.1.3 Present data (including tables and graphs)  4.1.4 Interpret data accurately.  4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport. |

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| **Non Examined Assessment** | |
| **Component 04 Practical Performances (NEA).** | **Component 3: Practical Performance**  **(\*Component code: 1PE0/03)** |
| Non-examined assessment: internally marked and externally moderated.  30% of the qualification.  20 marks per practical activity (60 marks).  Performance of **three** activities taken from two approved lists.   * one from the ‘individual’ list (20 marks). * one from the ‘team’ list (20 marks). * one other from either list (20 marks).   **Practical assessment recording**  Practical scores are recorded in an excel spreadsheet. When all assessments are completed the printed sheets are sent to the assigned moderator. Deadline 31st March.  The spreadsheet is available on the website at <https://www.ocr.org.uk/qualifications/gcse/gcse-physical-education-j587-from-2016/assessment/> | Non-examined assessment: internally marked and externally moderated.  30% of the qualification.  35 marks per activity (105 marks)  Performance of **three** physical activities from a set list.   * One must be a team activity. * One must be an individual activity. * The final activity can be a free choice. |

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| **Non Examined Assessment** | |
| **Component 05 Analysis and Evaluation of Performance (NEA).** | **Component 4: Personal Exercise Programme (PEP)** **(\*Component code: 1PE0/04).** |
| **Analysing and Evaluating Performance (AEP)**  Learners are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer in order to:   * analyse aspects of personal performance in a practical activity * evaluate the strengths and weaknesses of the performance * produce an action plan which aims to improve the quality and effectiveness of the performance. * 14 hour task. * Internally marked, externally moderated.   **Breakdown of tasks by time:**  Learners will assess the physical fitness/strengths/weaknesses of the performer being analysed using tests for the different components of fitness. **(2–3 hours)**.  For a chosen physical activity learners will **(3–4 hours)**:   1. analyse the importance of the different components of fitness for the activity 2. give an overview of the key skills in the activity 3. assess the strengths/weaknesses of the performer being analysed in the activity.   For a specific skill or technique in the chosen activity learners will **(1–2 hours):**   1. analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role 2. classify the skill on the difficulty and environmental continua.   Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity **(4–5 hours)**.  The plan must include:   * which skill or component of fitness you are improving * justifications for the skill or component of fitness you have chosen to improve * drills and practices to show how you intend to improve the skill or component of fitness chosen, including: risk assessment, coaching points, principles of training and SMART goal setting * relevant understanding of the element chosen to improve.   NEA assessment booklet can be found at:  <https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf> | **Component 4: Personal Exercise Programme (PEP) (\*Component code: 1PE0/04).**  The **Personal Exercise Programme (PEP)** is replaced by the **Analysing and Evaluating Performance (AEP).**  Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance.  **Content**  The areas of content covered are:   * aim and planning analysis * carrying out and monitoring their PEP * evaluation of data and programme.   Students are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity. Students may choose one of the three physical activities that they are performing/playing in from the activity list in Component 3: Practical Performance, or they may choose another activity from the same list.  Assessment consists of production of a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.  **Content:**   * Aim and planning analysis * Carrying out and monitoring the PEP * Evaluation of the PEP   Non-examined assessment: internally marked and externally moderated  10% of the qualification  20 marks  Production time allowed 12 hours. |

### Content mapping

The content within the OCR GCSE (9-1) in Physical Education covers the key concepts of Physical Education and will be very familiar. We’ve laid it out in a logical progression to support teaching the GCSE in a linear way.

Below is a table to show where Edexcel Physical Education content is covered in the OCR GCSE Physical Education specification.

| OCR Physical Education (9-1) | Pearson Edexcel content in GCSE (9-1) Physical Education | Surplus Content in Pearson Edexcel Physical Education |
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| **Component 01: Physical factors affecting performance** | **Component 1: Fitness and Body Systems (\*Component code: 1PE0/01)** |  |
| **1.1 Applied anatomy and physiology** | Topic 1: Applied anatomy and physiology |  |
| **1.1.a. The structure and function of the skeletal system.**  **Location of major bones.** Know the name and location of the following bones in the human body:   * cranium * vertebrae * ribs * sternum * clavicle * scapula * pelvis * humerus * ulna * radius * carpals * metacarpals * phalanges * femur * patella * tibia * fibula * tarsals * metatarsals. | **The structure and functions of the musculoskeletal system.**  **1.1.3 Structure:**   * cranium * clavicle * scapula * Five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx) * ribs * sternum * humerus * radius * ulna * carpals * metacarpals * phalanges (in the hand) * pelvis * femur * patella * tibia * fibula * tarsals * metatarsals * phalanges (in the foot)   and their classification and use applied to performance in physical activities and sports. | **1.1.2** - Classification of bones:   * long (leverage) * short (weight bearing) * flat (protection, broad surface for muscle attachment) * irregular (protection and muscle attachment) * applied to performance in physical activities and sports. |
| **Functions of the skeleton**  Understand and be able to apply examples of how the skeleton provides or allows:   * support * posture * protection * movement * blood cell production * storage of minerals. | **1.1.1** - The functions of the skeleton applied to performance in physical activities and sports:   * protection of vital organs * muscle attachment * joints for movement * platelets, red and white blood cell production * storage of minerals (calcium and phosphorus) |  |
| Types of synovial joint  Know the definition of a synovial joint  Know the following hinge joints:   * knee – articulating bones – femur, tibia * elbow – articulating bones – humerus, radius, ulna   Know the following ball and socket joints:   * shoulder – articulating bones – humerus, scapula * hip – articulating bones – pelvis, femur. | **1.1.4** - Classification of joints:   * pivot - (neck – atlas and axis) * hinge - (elbow, knee and ankle) * ball and socket - (hip and shoulder) * condyloid (wrist)   and their impact on the range of possible movements. | condyloid (wrist) |
| Types of movement at hinge joints and ball and socket joints.  Know the types of movement at **hinge** joints and be able to apply them to examples from physical activity/sport:   * flexion * extension   Know the types of movement at **ball and socket** joints and be able to apply them to examples from physical activity/sport:   * flexion * extension * rotation * abduction * adduction * circumduction. | **1.1.5** - Movement possibilities at joints dependant on joint classification:   * flexion * extension * adduction * abduction * rotation * circumduction * plantar-flexion * dorsi-flexion   and examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts. | plantar-flexion  dorsi-flexion |
| **Other components of joints.**  Know the roles of:   * ligament * cartilage * tendons. | **1.1.6** - The role of ligaments and tendons, and their relevance to participation in physical activity and sport.  ***\*OCR include role of cartilage.*** |  |
| **1.1.b. the structure and function of the muscular system.**  **Location of major muscle groups.** Know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport:   * deltoid * trapezius\* * latissimus dorsi * pectorals * biceps * triceps * abdominals\* * quadriceps * hamstrings * gluteals * gastrocnemius. | **1.1.8** - Location and role of the voluntary muscular system to work with the skeleton to bring about specific movement during physical activity and sport, and the specific function of each muscle.   * deltoid * triceps * latissimus dorsi * pectoralis major * biceps * external obliques * hip flexors * gluteus maximus * quadriceps * hamstrings * gastrocnemius * tibialis anterior | **1.1.7** - Classification and characteristics of muscle types: voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart, and their roles when participating in physical activity and sport  **1.1.8** - Location and role of the voluntary muscular system to work with the skeleton to bring about specific movement during physical activity and sport, and the specific function of each muscle.   * external obliques * tibialis anterior   \*Note OCR syllabus includes –   * trapezius * abdominals |
| The roles of muscle in movement.  Know the definitions and roles of the following and be able to apply them to examples from physical activity/sport:   * agonist * antagonist * fixator * antagonistic muscle action. | **1.1.9** - Antagonistic pairs of muscles  Agonist and antagonist to create opposing movement at joints to allow physical activities (e.g. gastrocnemius and tibialis anterior acting at the ankle -plantar flexion to dorsi flexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension).  **1.1.11** - How the skeletal and muscular systems work together to allow participation in physical activity and sport. | **1.1.10** - Characteristics of fast and slow twitch muscle fibre types, (type I, type IIa and type IIx) and how this impacts on their use in physical activities. |
| **1.1.c. Movement analysis.**  Lever systems.  Know the three classes of lever and their use in physical activity and sport:   * 1st class * neck * 2nd class * ankle * 3rd class * elbow   Know the definition of mechanical advantage. | **2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.**  **2.1.1** - First, second and third-class levers and their use in physical activity and sport.  **2.1.2** - Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body’s lever systems and the impact on sporting performance. |  |
| **Planes of movement and axes of rotation**  Know the location of the planes of movement in the body and their application to physical activity and sport:   * frontal * transverse * sagittal.   Know the location of the axes of rotation in the body and their application to physical activity and sport:   * frontal * transverse * longitudinal. | **2.2 Planes and axes of movement**  **2.2.1** - Movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions.  **2.2.2** - Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults.  **2.2.3** - Movement in the frontal plane about the sagittal axis when performing cartwheels.  **2.2.4** - Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining. |  |
| 1.1.d. The cardiovascular and respiratory systems  Structure and function of the cardiovascular system.  Know the double-circulatory system (systemic and pulmonary).  Know the different types of blood vessel:   * arteries * capillaries * veins   Understand the pathway of blood through the heart:   * atria * ventricles * bicuspid, tricuspid and semilunar valves * septum and major blood vessels: * aorta * pulmonary artery * vena cava * pulmonary vein   Know the definitions of:   * heart rate * stroke volume * cardiac output   Know the role of red blood cells. | 1.2 The structure and functions of the cardiorespiratory system  **1.2.1** - Functions of the cardiovascular system applied to performance in physical activities: transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature.  **1.2.3** - Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of blood pressure, oxygenated, deoxygenated blood and changes due to physical exercise.  **1.2.2** - Structure of the cardiovascular system: atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport.  **1.2.5** - Function and importance of red and white blood cells, platelets and plasma for physical activity and sport. |  |
| Structure and function of the respiratory system  Understand the pathway of air through the respiratory system:   * mouth * nose * trachea * bronchi * bronchiole * alveoli.   Know the role of respiratory muscles in breathing:   * diaphragm * intercostals * know the definitions of: * breathing rate * tidal volume * minute ventilation.   Understand about alveoli as the site of gas exchange. | **1.2.6** - Composition of inhaled and exhaled air and the impact of physical activity and sport on this composition.  **1.2.7** - Vital capacity and tidal volume, and change in tidal volume due to physical activity and sport, and the reasons that make the change in tidal volume necessary.  **1.2.8** - Location of main components of respiratory system (lungs, bronchi, bronchioles, alveoli, diaphragm) and their role in movement of oxygen and carbon dioxide into and out of the body.  **1.2.9** - Structure of alveoli to enable gas exchange and the process of gas exchange to meet the demands of varying intensities of exercise (aerobic and anaerobic). |  |
| Aerobic and anaerobic exercise  Know the definitions of:   * aerobic exercise * anaerobic exercise   Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration. | 1.3 Anaerobic and aerobic exercise.  **1.3.1** - Energy: the use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the by-product of anaerobic respiration (lactic acid).  **1.3.2** - Energy sources: fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity. |  |
| 1.1.e. Effects of exercise on body systems  Short-term effects of exercise  Understand the short-term effects of exercise on:   * muscle temperature * heart rate, stroke volume, cardiac output * redistribution of blood flow during exercise * respiratory rate, tidal volume, minute ventilation * oxygen to the working muscles * lactic acid production.   Be able to apply the effects to examples from physical activity/ sport.  Be able to collect and use data relating to short-term effects of exercise. | **1.2.4** - The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting.  1.4 The short- and long – term effects of exercise.  **1.4.1** - Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer.  **1.4.2** - Short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer.  **1.4.3** - Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer.  **1.4.4** - How the respiratory and cardiovascular systems work together to allow participation in, and recovery from, physical activity and sport: oxygen intake into lungs, transfer to blood and transport to muscles, and removal of carbon dioxide. |  |
| Long-term (training) effects of exercise  Understand the long-term effects of exercise on:   * bone density * hypertrophy of muscle * muscular strength * muscular endurance * resistance to fatigue * hypertrophy of the heart * resting heart rate and resting stroke volume * cardiac output * rate of recovery * aerobic capacity * respiratory muscles * tidal volume and minute volume during exercise * capilliarisation   Be able to apply the effects to examples from physical activity/sport  Be able to collect and use data relating to long-term effects of exercise. | **1.4.5** - Long-term effects of exercise on the body systems – see **3.4.1–3.4.4**  **3.4.1** - Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance.  **3.4.2** - Long-term training effects: able to train for longer and more intensely.  **3.4.3** - Long-term training effects and benefits: for performance of the muscular-skeletal system: increased bone density, increased strength of ligaments and tendons, muscle hypertrophy, the importance of rest for adaptations to take place, and time to recover before the next training session.  **3.4.4** - Long-term training effects and benefits: for performance of the cardio-respiratory system: decreased resting heart rate, faster recovery, increased resting stroke volume and maximum cardiac output, increased size/strength of heart, increased capilliarisation, increase in number of red blood cells, drop in resting blood pressure due to more elastic muscular wall of veins and arteries, increased lung capacity/volume and vital capacity, increased number of alveoli, increased strength of diaphragm and external intercostal muscles.  **1.4.6** - Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise. |  |
| 1.2 Physical Training | 3.2 The components of fitness, benefits for sport and how fitness is measured and improved. |  |
| 1.2.a. Components of fitness  Components of fitness.  Know the following components of fitness:  ***Cardiovascular endurance/stamina.***   * Know the definition of cardiovascular endurance/stamina * be able to apply practical examples where this component is particularly important in physical activity and sport * Know suitable tests for this component, including: * Cooper 12 minute run/walk test * multi-stage fitness test   ***Muscular endurance.***   * know the definition of muscular endurance * be able to apply practical examples where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * press-up test * sit-up test. | **3.2.1** - Components of fitness and the relative importance of these components in physical activity and sport:   * cardiovascular fitness (aerobic endurance) * strength * muscular endurance * flexibility * body composition * agility * balance * coordination * power * reaction time * speed   **3.2.2** - Fitness tests: the value of fitness testing, the purpose of specific fitness tests, the test protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection. |  |
| Speed.   * know the definition of speed * be able to apply practical examples where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * 30m sprint test   Strength.   * Know the definition of strength * be able to apply practical examples of where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * grip strength dynamometer test * Repetition Maximum (RM)     Power.   * know the definition of power * be able to apply practical examples of where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * ‘standing jump’ or ‘vertical jump’ tests.   Flexibility.   * know the definition of flexibility * be able to apply practical examples of where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * ‘sit and reach’ test | **3.2.3** - Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables  **3.2.4** - Fitness tests for specific components of fitness:   * cardiovascular fitness * Cooper 12 minute tests (run, swim) * Harvard Step Test * Agility * Illinois agility run test * Strength * grip dynamometer * muscular endurance * one minute sit-up * one-minute press-up * speed * 30m sprint, * Power * vertical jump * flexibility * sit and reach. |  |
| Agility.   * know the definition of agility * be able to apply practical examples of where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * Illinois agility test.   Balance.   * know the definition of balance * be able to apply practical examples of where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * ‘stork stand’ test.   Co-ordination.   * know the definition of co-ordination * be able to apply practical examples of where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * ‘wall throw’ test |  |  |
| Reaction time.   * know the definition of reaction time * be able to apply practical examples of where this component is particularly important in physical activity and sport * know suitable tests for this component, including: * reaction time ruler test.   Be able to collect and use ***data*** relating to the components of fitness. |  |  |
| Principles of training  know the following definitions of principles of training and be able to apply them to personal exercise/training programmes:   * specificity * overload * progression * reversibility. | 3.3 The principles of training and their application to personal exercise/ training programmes.  **3.3.1** - Planning training using the principles of training:   * individual needs * specificity * progressive overload * overtraining * reversibility   **3.3.2** - Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness) | **3.3.1** - Planning training using the principles of training: Thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90% calculated using simplified Karvonen formula  i.e.   * (220) – (your age) = MaxHR * (MaxHR) х (60% to 80%) = aerobic training zone * (MaxHR) x (80% to 90%) = anaerobic training zone) |
| Optimising training.  Know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes  Know different types of training, definitions and examples of:   * continuous * fartlek * interval * circuit training * weight training * plyometrics * HIIT (High Intensity Interval Training).   Understand the key components of a warm up and be able to apply examples:   * pulse raising * mobility * stretching * dynamic movements * skill rehearsal | **3.3.1** - Planning training using the principles of training ………  ……FITT (frequency, intensity, time, type)  **3.3.3** - The use of different training methods for specific components of fitness, physical activity and sport:   * continuous * fartlek * circuit * interval * plyometrics, * weight/resistance | **3.3.3** - Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). The advantages and disadvantages of different training methods. |
| **Optimising training** (contd).  Know the physical benefits of a warm up, including effects on:   * warming up muscles/preparing the body for physical activity * body temperature * heart rate * flexibility of muscles and joints * pliability of ligaments and tendons * blood flow and oxygen to muscles * the speed of muscle contraction.   Understand the key components of a cool down and be able to apply examples:   * low intensity exercise * stretching.   Know the physical benefits of a cool down, including:   * helps the body’s transition back to a resting state * gradually lowers heart rate * gradually lowers temperature * circulates blood and oxygen * gradually reduces breathing rate * increases removal of waste products such as lactic acid * reduces the risk of muscle soreness and stiffness * aids recovery by stretching muscles. | 3.6 Effective use of warm up and cool down.  **3.6.1** - The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport.  **3.6.2** - Phases of a warm-up and their significance in preparation for physical activity and sport  **3.6.3** - Activities included in warm-ups and cool downs. |  |
| 1.3.c Preventing injury in physical activity and training.  Prevention of injury  Understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including:   * personal protective equipment * correct clothing/footwear * appropriate level of competition * lifting and carrying equipment safely * use of warm up and cool down.   Know potential hazards in a range of physical activity and sport settings and be able to apply examples, including:   * sports hall * fitness centre * playing field * artificial outdoor areas * swimming pool. | 3.5 How to optimise training and prevent injury  **3.5.2** - Injury prevention through:   * correct application of the principles of training to avoid overuse injuries * correct application and adherence to the rules of an activity during play/participation * use of appropriate protective clothing and equipment * checking of equipment and facilities before use.   all as applied to a range of physical activities and sports. | **3.5.1** - The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ.  **3.5.4** - RICE (rest, ice, compression, elevation). |

| **Component 02: Socio-cultural issues and sports psychology** | **Component 2:Health and Performance** |  |
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| **2.1 Socio-Cultural issues and sports psychology** | **3. Socio-cultural influences** |  |
| **Physical activity and sport in the UK**  Be familiar with current trends in participation in physical activity and sport using different sources such as:   * Sport England * National Governing Bodies (NGBs) * Department of Culture, * Media and Sport (DCMS)   Of different social groups  In different physical activities and sports. | **3.1 Engagement patterns of different social groups in physical activity and sport**  **3.1.1** - Participation rates in physical activity and sports …. | **3.1 Engagement patterns of different social groups in physical activity and sport**  **3.1.2** - Interpretation and analysis of graphical representation of data associated with trends in participation rates. |
| Participation in physical activity and sport.  Understand how different factors can affect participation, including:   * age * gender * ethnicity * religion/culture * family * education * time/work commitments * cost/disposable income * disability * opportunity/access * discrimination * environment/climate * media coverage * role models   Understand strategies which can be used to improve participation:   * promotion * provision * access   Be able to apply examples from physical activity/sport to participation issues. | **3.1.1 (contd)**  …. the impact on participation rates considering the following personal factors:   * age * gender * ethnicity * socio-economic group * disability. |  |
| Commercialisation of sport.  Understand the influence of the media on the commercialisation of physical activity and sport:   * different types of media * social * internet * TV/visual * newspapers/magazines.   Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle):   * positive and negative effects of the media on commercialisation. * be able to apply practical examples to these issues.   Understand the influence of sponsorship on the commercialisation of physical activity and sport:   * positive and negative effects sponsorship on commercialisation be able to apply practical examples to issue of sponsorship. | 3.2 Commercialisation of physical activity and sport  **3.2.1** - The relationship between commercialisation, the media and physical activity and sport  **3.2.2** - The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator. | 3.2 Commercialisation of physical activity and sport  **3.2.3** - Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport. |

| 2.1.c. Ethical and socio-cultural issues in physical activity and sport |  |  |
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| Ethics in sport  Know and understand:   * the value of sportsmanship * the reasons for gamesmanship and deviance in sport.   Be able to apply practical examples to these concepts. | 3.3 Ethical and socio-cultural issues in physical activity and sport  **3.3.1** - The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level. | 3.3 Ethical and socio-cultural issues in physical activity and sport  **3.3.2** - Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport. |
| Drugs in sport  Know and understand the reasons why sports performers use drugs.  Know the types of drugs and their effect on performance:   * anabolic steroids * beta blockers * stimulants   Give practical examples of the use of these drugs in sport.  Know and understand the impact of drug use in sport:   * on performers * on sport itself. | 3.5 How to optimise training and prevent injury  **3.5.5** - Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including:   * anabolic steroids * beta blockers * stimulants. | 3.5 How to optimise training and prevent injury  **3.5.5** - Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including:   * diuretics * narcotic analgesics * peptide hormones (erythropoietin (EPO) * growth hormones (GH) * blood doping |
| Violence in sport  Know and understand the reasons for player violence.  Give practical examples of violence in sport. | 3.3 Ethical and socio-cultural issues in physical activity and sport  **3.3.1** - The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level. |  |

| **2.2 Sports psychology** | **Topic 2 Sports psychology** |  |
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| Characteristics of skilful movement.  Know the definition of motor skills.  Understand and be able to apply examples of the characteristics of skilful movement:   * efficiency * pre-determined * co-ordinated * fluent * aesthetic. |  |  |
| Classification of skills.  Know continua used in the classification of skills, including:  simple to complex skills (difficulty continuum)  open to closed skills (environmental continuum)  Be able to apply practical examples of skills for each continuum along with justification of their placement on both continua. | 2.1 Classification of Skills (basic/ complex, open/closed)  **2.1.1** - Classification of a range of sports skills using the   * open-closed continuum * basic (simple)-complex continuum | 2.1 Classification of Skills (basic/ complex, open/closed)  **2.1.1** - Classification of a range of sports skills using the low organisation-high organisation continuum.  **2.1.2** - Practice structures: massed, distributed, fixed and variable  **2.1.3** - Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills |
| Goal setting.  Understand and be able to apply examples of the use of goal setting:   * for exercise/training adherence * to motivate performers * to improve and/or optimise performance.   Understand the **SMART** principle of goal setting with practical examples  (Specific, Measurable, Achievable, Recorded, Timed).  Be able to apply the **SMART** principle to improve and/or optimise performance. | 2.2 The use of goal setting and SMART targets to improve and/or optimise performance.  **2.2.1** - The use of goal setting to improve and/or optimise performance.  **2.2.2** - Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance.  **2.2.3** - Setting and reviewing targets to improve and/or optimise performance. |  |
| Mental preparation.  Know mental preparation techniques and be able to apply practical examples to their use:   * imagery * mental rehearsal * selective attention * positive thinking. | 2.4 Mental preparation for performance  **2.4.1** - Mental preparation for performance:   * warm up * mental rehearsal. |  |
| Types of guidance.  Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use:   * visual * verbal * manual * mechanical. | 2.3 Guidance and feedback on performance.  **2.3.1** - Types of guidance to optimise performance:   * visual * verbal * manual * mechanical.   **2.3.2** - Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels. |  |
| Types of feedback.  Understand types of feedback and be able to apply practical examples to their use:   * intrinsic * extrinsic * knowledge of performance * knowledge of results * positive * negative. | 2.3.3 - Types of feedback to optimise performance:   * intrinsic * extrinsic. | 2.3.3 - Types of feedback to optimise performance:   * concurrent * terminal   **2.3.4** - Interpretation and analysis of graphical representation of data associated with feedback on performance. |

|  |  | Component 2: Health and Performance |
| --- | --- | --- |
|  |  | Topic 1: Health, fitness and well-being. |
| 2.3 Health, fitness and well-being.  Know what is meant by health, fitness and well-being.  Understand the different health benefits of physical activity and consequences of a sedentary lifestyle:   * physical: * injury * coronary heart disease (CHD) * blood pressure * bone density * obesity * Type 2 diabetes * posture * fitness * emotional: * self-esteem/confidence * stress management * image * social: * friendship * belonging to a group * loneliness   Be able to apply the above to different age groups.  Be able to respond to data about health, fitness and well-being. | 3.1 The relationship between health and fitness and the role that exercise plays in both.  **3.1.1** - Definitions of fitness, health, exercise and performance and the relationship between them.  Component 2-Topic 1 Health, fitness and well-being.  1.2 The consequences of a sedentary lifestyle.  1.2.1 - A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness  1.1 - Physical, emotional and social health, fitness and well-being  **1.1.1** - Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved  **1.1.2** - Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved  **1.1.3** - Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved  **1.1.4** - Impact of fitness on well-being: positive and negative health effects | 1.1 Physical, emotional and social health, fitness and well-being  **1.1.5** - How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual.  **1.1.6** - Lifestyle choices in relation to: diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine).  **1.1.7** - Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer). |
| Diet and nutrition.  Know the definition of a balanced diet.  Know the components of a balanced diet.   * carbohydrates * proteins * fats * minerals * vitamins * fibre * water and hydration   Understand the effect of diet and hydration on energy use in physical activity.  Be able to apply practical examples from physical activity and sport to diet and hydration. | 1.3 Energy use, diet, nutrition and hydration  **1.3.1** - The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport  **1.3.2** - The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes  **1.3.3** - The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports  **1.3.6** - The correct energy balance to maintain a healthy weight  **1.3.7** - Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport | 1.3 Energy use, diet, nutrition and hydration  **1.3.4** - The factors affecting optimum weight: sex, height, bone structure and muscle girth.  **1.3.5** - The variation in optimum weight according to roles in specific physical activities and sports. |

### Assessment

A comparison of the differences in assessment models is below:

|  |  |
| --- | --- |
| **OCR GCSE (9-1)** **Physical Education** | **Edexcel GCSE (9-1) Physical Education** |
| **Assessment Objectives**  AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.  AO4:   * Demonstrate and apply relevant skills and techniques in physical activity and sport. * Analyse and evaluate performance. | **Assessment Objectives**  AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport  AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport  AO4:   * Demonstrate and apply relevant skills and techniques in physical activity and sport. * Analyse and evaluate performance. |

| Breakdown of Assessment Objectives | | | | | Breakdown of Assessment Objectives | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Component | AO1 | AO2 | AO3 | AO4 | Component | AO1 | AO2 | AO3 | AO4 |
| Component 01 | 12.5 | 10 | 7.5 | 0 | Component 01 | 15 | 12 | **9** | 0 |
| Component 02 | 12.5 | 10 | 7.5 | 0 | Component 02 | 10 | **8** | **6** | 0 |
| Component 04 | 0 | 0 | 0 | 30 | Component 03 | 0 | 0 | 0 | 30 |
| Component 05 | 0 | 0 | 0 | 10 | Component 04 | **0** | **0** | **0** | **10** |
| Total | 25% | 20% | 15% | 40% | Total | 25% | 20% | 15% | 40% |
|  | | | | | | | | | |
| Component 01: Physical factors affecting performance.  1.1 Applied anatomy and physiology  1.2 Physical training.  Written examination 1 hour.  60 marks  30% of the qualification | | | | | Component 1: Fitness and Body Systems. (\*Component code: 1PE0/01)  Topic 1: Applied anatomy and physiology  Topic 2: Movement analysis  Topic 3: Physical training  Topic 4: Use of data  Written examination: 1 hour and 45 minutes.  90 marks  36% of the qualification | | | | |
| Component 02: Socio-cultural issues and sports psychology.  2.1 Socio-cultural influences.  2.2 Sports psychology.  2.3 Health, fitness and well-being.  Written examination 1 hour.  60 marks.  30% of the qualification. | | | | | Component 2: Health and Performance (\*Component code: 1PE0/02).  Topic 1: Health, fitness and well-being.  Topic 2: Sport psychology.  Topic 3: Socio-cultural influences.  Topic 4: Use of data.  Written examination: 1 hour and 15 minutes.  70 marks.  24% of the qualification. | | | | |
| Component 04: Performance in physical education (NEA)  Non-examined assessment: internally marked and externally moderated.  30% of the qualification.  20 marks per practical activity (60 marks).  Performance of **three** activities taken from two approved lists.   * one from the ‘individual’ list (20 marks). * one from the ‘team’ list (20 marks). * one other from either list (20 marks). | | | | | Component 3: Practical Performance  (\*Component code: 1PE0/03).  Non-examined assessment: internally marked and externally moderated.  30% of the qualification.  35 marks per activity (105 marks)  Performance of **three** physical activities from a set list.   * One must be a team activity. * One must be an individual activity. * The final activity can be a free choice. | | | | |
| Component 05: Performance in physical education (NEA)  Analysing and Evaluating Performance (AEP), task-based NEA.  Learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:   * analyse aspects of personal performance in a practical activity * evaluate the strengths and weaknesses of the performance * produce an action plan which aims to improve the quality and effectiveness of the performance.   Non-examined assessment: internally marked and externally moderated  10% of the qualification  20 marks  Production time allowed 14 hours. | | | | | Component 4: Personal Exercise Programme (PEP) (\*Component code: 1PE0/04).  Assessment consists of production of a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.  Content:   * Aim and planning analysis * Carrying out and monitoring the PEP * Evaluation of the PEP   Non-examined assessment: internally marked and externally moderated  10% of the qualification  20 marks  Production time allowed 12 hours. | | | | |

### Want to switch to OCR?

If you’re an OCR-approved centre, all you need to do is download the specification and start teaching. Your exams officer can complete an intention to teach form which enables us to provide appropriate support. When you’re ready to enter your students, you just need to speak to your exams officer to:

1. Make estimated entries by the required date so we can prepare the question papers and ensure we’ve got enough examiners.
2. Make final entries by the required date. If you are not already an OCR-approved centre please refer your exams officer to the centre approval section of our admin guide.
3. Future dates can be found here: <https://www.ocr.org.uk/administration/stage-1-preparation/key-dates-and-timetables/>

**Next steps**

1. Familiarise yourself with the [Course Specification](https://www.ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf) and [Guide to non-exam assessment (NEA)](https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf)
2. Get a login for our secure extranet, [Interchange](https://www.ocr.org.uk/administration/support-and-tools/interchange/) – this allows you to access the latest past/practice papers and use our results analysis service, [Active Results](https://www.ocr.org.uk/administration/support-and-tools/active-results/).
3. Sign up to receive [subject updates](https://www.ocr.org.uk/qualifications/email-updates/) by email.
4. Sign up to attend a [training event](https://www.ocr.org.uk/qualifications/professional-development/events/?subject=Physical%20Education,%20Sport%20and%20Leisure&type=GCSE&qualification=Physical%20Education%20(9-1)%20-%20J587) or take part in webinars on specific topics running throughout the year and our Q&A webinar sessions every half term.
5. Attend one of our [free teacher network events](https://ocr.org.uk/qualifications/professional-development/teacher-networks/) that are run in each region every term. These are hosted at the end of the school day in a school or college near you or online, with teachers sharing best practice and subject specialists on hand to lead discussion and answer questions.
6. Browse the online teaching and assessment resources on the following links to help you start planning, delivering and assessing.

[**Planning and Teaching**](https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/planning-and-teaching/)

[Support Highlights](https://www.ocr.org.uk/Images/590448-support-highlights.pdf)

**Teaching Activities**

[Biomechanics, psychology and physical training instructions.](https://www.ocr.org.uk/Images/252173-biomechanics-psychology-and-physical-training-lesson-element-instructions.pdf)

[Biomechanics, psychology and physical training](https://www.ocr.org.uk/Images/252175-biomechanics-psychology-and-physical-training-lesson-element-activity.doc)

**Topic exploration packs**

[1.1.a Applied anatomy and physiology](https://www.ocr.org.uk/Images/516434-1.1.a-applied-anatomy-and-physiology.pptx)

[1.1.b Applied anatomy and physiology](https://www.ocr.org.uk/Images/518215-1.1.b-applied-anatomy-and-physiology.pptx)

[1.1.c Applied anatomy and physiology](https://www.ocr.org.uk/Images/518225-1.1.c-applied-anatomy-and-physiology.pptx)

[1.1.d Applied anatomy and physiology](https://www.ocr.org.uk/Images/519227-1.1.d-applied-anatomy-and-physiology.pptx)

[1.1.e Applied anatomy and physiology](https://www.ocr.org.uk/Images/519928-1.1.e-applied-anatomy-and-physiology.pptx)

[1.2.a Physical training](https://www.ocr.org.uk/Images/519229-1.2.a-physical-training.pptx)

[1.2.b Physical training](https://www.ocr.org.uk/Images/519244-1.2.b-physical-training.pptx)

[1.2.c Physical training](https://www.ocr.org.uk/Images/519990-1.2.c-physical-training.pptx)

[2.1.a Socio-cultural influences](https://www.ocr.org.uk/Images/526834-2.1.a-socio-cultural-influences.pptx)

[2.1.b Socio-cultural influences](https://www.ocr.org.uk/Images/524215-2.1.b-socio-cultural-influences.pptx)

[2.1.c Socio-cultural influences](https://www.ocr.org.uk/Images/524218-2.1.c-socio-cultural-influences.pptx)

[2.2 Socio-cultural issues and sports psychology](https://www.ocr.org.uk/Images/526859-2.2-socio-cultural-issues-and-sports-psychology.pptx)

[2.3 Socio-cultural issues and sports psychology](https://www.ocr.org.uk/Images/524489-2.3-socio-cultural-issues-and-sports-psychology.pptx)

**Topic exploration packs (continued)**

[Biomechanics](https://www.ocr.org.uk/Images/310642-biomechanics-topic-exploration-pack.doc)

[Factors affecting participation in sport](https://www.ocr.org.uk/Images/289178-factors-affecting-participation-in-sport-topic-exploration-pack.doc)

**Teacher guides**

[Biomechanics teacher guides](https://www.ocr.org.uk/Images/524160-biomechanics-teacher-guide.pdf)

[Glossary of terms](https://www.ocr.org.uk/Images/281625-glossary-of-terms.pdf)

[Skills guides](https://www.ocr.org.uk/qualifications/skills-guides/)

**Promoting your subject**

[Physical Education information sheet](https://www.ocr.org.uk/Images/222367-qualification-factsheet.pdf.pdf)

[**Assessment**](https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/)

[**Question papers, mark schemes and reports**](https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/)

November 2020 series

June 2019 series

June 2018 series

**Sample assessment materials**

[Taster booklet](https://www.ocr.org.uk/Images/316929-sample-assessment-materials-taster-booklet.pdf)

[Physical factors affecting performance](https://www.ocr.org.uk/Images/234823-unit-j587-01-physical-factors-affecting-performance-sample-assessment-material.pdf)

[Socio-cultural issues and sports psychology](https://www.ocr.org.uk/Images/234825-unit-j587-02-socio-cultural-issues-and-sports-psychology-sample-assessment-material.pdf)

**Practice papers and mark schemes (Legacy specification)**

[Past paper resource](https://interchange.ocr.org.uk/Downloads/J587-GCSE-past-paper-resource.zip)

[Practice papers and mark schemes](https://interchange.ocr.org.uk/Downloads/Physical-Education-J587-from-2016.zip)

**Candidate exemplars**

**2019 – June Series**

[Physical factors affecting performance and Socio-cultural issues and sports psychology](https://interchange.ocr.org.uk/Downloads/J587_01_02_EC_June_2019_FINAL.pdf)

[Analysing and evaluating performance (AEP) task](https://interchange.ocr.org.uk/Downloads/J587_03_ECW_June_2019_FINAL.pdf)

**2018 – June Series**

[Physical factors affecting performance](https://www.ocr.org.uk/Images/549121-physical-factors-affecting-performance-.pdf)

[Performance in physical education](https://www.ocr.org.uk/Images/549207-performance-in-physical-education.pdf)

[Socio-cultural issues and sports psychology](https://www.ocr.org.uk/Images/549203-socio-cultural-issues-and-sports-psychology.pdf)

**Non- exam assessment**

[Guide to NEA](https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf)

[AEP Assessment Grid](https://www.ocr.org.uk/Images/323070-analysing-and-evaluating-performance-assessment-grid.pdf)

[Cluster moderation factsheet](https://www.ocr.org.uk/Images/561205-cluster-moderation-factsheet.pdf)

[Guidance on Filming for GCSE](https://www.ocr.org.uk/Images/574481-guidance-on-filming-for-gcse-9-1-pe-nea.pdf)

[Practical activity assessment grid](https://www.ocr.org.uk/Images/323071-individual-and-team-activities-assessment-grid.pdf)

[**Administration**](https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/administration/)

[Visit arrangement form (VAF),](https://www.ocr.org.uk/Images/345976-unit-j587-visit-arrangement-form-vaf628.pdf) for indication of the practical activities the centre has assessed (J587/03). This is vital to ensure that OCR can make appropriate moderation arrangements for centres.

[(VAF) Interactive version](https://www.ocr.org.uk/Images/345974-unit-j587-visit-arrangement-form-interactive-vaf628i.pdf)

[2021 Moderator Information Form](https://www.ocr.org.uk/Images/603360-2021-moderator-information-form.pdf) – due to the Covid pandemic this has been put in place to replace the VAF for 2021

[Exemplar log of competitive participation](https://www.ocr.org.uk/Images/340507-exemplar-log-of-competitive-participation.docx)

[GCSE PE Mark input form (PEMIF)](https://www.ocr.org.uk/Images/357761-gcse-pe-marks-form.xlsm)

[Moderation day cover sheet](https://www.ocr.org.uk/Images/379219-moderation-day-cover-sheet.pdf)

[Moderation day cover sheet (interactive version)](https://www.ocr.org.uk/Images/379220-moderation-day-cover-sheet-interactive.pdf)

[Special activity submission form](https://www.ocr.org.uk/Images/340505-special-activity-submission-form.doc) – this should be submitted to [pe@ocr.org.uk](mailto:pe@ocr.org.uk) if centres wish for practical performance criteria to be adapted for candidates with disabilities – please refer to section 1e. Submitting a special activity request for learners with disabilities

[**Textbooks and endorsed resources**](https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/textbooks/)

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