

CAMBRIDGE NATIONALS

Examiners' report

**SPORT
SCIENCE**

J802, J812

R041 January 2021 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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R041 series overview

R041: Reducing the risk of sports injuries is the mandatory examination unit for the OCR Level 1/2 Cambridge National Award (J802) and Cambridge National Certificate (J803) in Sport Science.

This unit prepares candidates on how to reduce the risk of injuries occurring when participating in physical activity, how to react to common sports injuries and how to recognise the symptoms of some common medical conditions.

Candidates need to be prepared for a range of different question types so that they can respond equally well to true/false, multi-choice, completion of tables, short answer questions (ranging from a choice of command words such as identify, describe and explain) and the 'extended levels' response Question 15. Candidates who do well on this paper are also able to apply knowledge and understanding using practical examples from different sports and physical activities.

Centres are reminded that mark schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks given based on a rigorous standardised procedure.

Examiners use ticks to indicate the number of marks given for Questions 1 – 14.

Question 15 is always the extended response. This is assessed against the 'levels' part of the mark scheme. The mark scheme for this final question has a number of criteria separated into three levels. These levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that and this content is taken into consideration when awarding mark with examiners using the following annotations – K = knowledge point, DEV = development of knowledge, EG = use of applied practical example.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • used relevant sporting examples even if the question did not ask for practical examples • applied knowledge and understanding using examples from a relevant practical activity, when this was a requirement of the question: Q8(b), Q9(a), Q10(a) • used responses that covered a wider range of specification – for example extrinsic factors: Q10a • offered responses other than those given in the question and therefore did not repeat wording: Q4, Q5(a) and (b), Q6(b)(c), Q10(a), Q13(a) and (b) • recognised that warm up and cool down routines can only help reduce the risk of injury rather than stopping or preventing injury altogether • focused on command words of the question • responded to all parts of the level question and scored top of Level 2 and into Level 3 • offered responses for all questions. 	<ul style="list-style-type: none"> • were unable to use appropriate sporting/practical examples even when questions asked for examples: Q3(c), Q10(a) • did not focus on command words – for example, using one word responses for questions that required description: Q5(a), Q13(a) and (b) • repeated responses that were given in questions or question stems: Q4, Q5(a) and (b), Q6(b)(c), Q10(a), Q13(a) and (b) • struggled to give more in depth responses from wider areas of the specification: Q10(a) • responses were often too vague • confused areas of the specification including - physiological and psychological benefits, components of a warm up and acute and chronic injuries: Q13(a) and (b), Q15 • tended to state that warm up and cool down routines could prevent injury from occurring • were unable to offer responses for all questions leaving some as a no response.

<i>Most successful topic/question/set texts</i>	<i>Least successful topic/question/set texts</i>
<ul style="list-style-type: none">• Q2: Linking abrasions with sliding on hard playing surfaces• Q3(a-c): Helmet as protective equipment• Q5(a) and (b): causes and symptom of open fracture• Q6(a-d): Common symptoms and treatment for asthma and diabetes• Q8(a) and (b): Acute injuries• Q14(b): Emotions and posture	<ul style="list-style-type: none">• Q1: Understanding the difference between hazard and injury• Q4: Application of individual variables• Q7(a-c): Stretching as recovery in cool down• Q9(a) and (b): Components of a warm up• Q13(a) and (b): Physiological and psychological benefits of a warm up• Q14(a): Kyphosis

Question 1

1 Circle your chosen option to indicate whether the statement below is true or false.

Concussion is a common hazard in boxing

True

False

[1]

Many candidates did not score on this question and were confused between the difference of hazards and injuries. The hazards in boxing are things that can cause harm to the boxer, for example, getting punched in the head, clashing of heads or slipping on the ring surface and banging their head. The injury is the damage caused from the hazard such as concussion or cuts.

Question 2

2 Which **one** of the following injuries is a footballer most likely to suffer after performing a slide tackle on a hard playing surface?
Circle your chosen option to indicate your answer.

(a) Blister

(b) Open fracture

(c) Cramp

(d) Abrasion

[1]

Most candidates scored on this multi-choice question and were able to link an abrasion with sliding on hard playing surfaces. Some candidates gave 'open fracture' as their response which is not the 'most likely' to be suffered from a slide tackle on a hard surface.

Question 3 (a)

3 Hockey requires the goalkeeper to wear a helmet.

(a) Describe how a helmet can help prevent injury to the goalkeeper.

.....
..... [1]

The candidates that scored on this question provided a response that was based around 'protecting the head from impact or being hit'. Some responses were too vague as they simply stated 'a helmet can help prevent head injuries' without stating how.

Question 3 (b)

(b) Describe how a helmet can cause injury to both the goalkeeper and to other players.

Goalkeeper:

.....

Other players:

.....

[2]

Many candidates scored at least 1 mark on this question. The most common correct responses for the helmet causing injury to the 'Goalkeeper' were - not being worn correctly/too tight or being faulty/broken. Not as many candidates scored the second mark for 'other players' but those that scored maximum marks tended to describe other players colliding heads with the goalkeeper wearing the helmet.

Question 3 (c)

(c) Other than hockey and ice hockey, name another sport that requires a helmet to be worn to help reduce the risk of injury.

..... [1]

This response was well answered by many candidates. A small number of candidates continue to give rugby and boxing which is incorrect. A helmet is a hard piece of outer covering protective headwear worn by performers to protect their heads. The most common correct sports offered by candidates included American Football, cricket, horse riding and different forms of cycling such as mountain biking.

It is important to note in questions that ask to 'name another,' candidates who offer more than one response will only have their first response marked

Question 4 (1)

4 A long distance runner is preparing for their first marathon.

Read the following statements and then:

- identify the individual variable that best fits each statement
- state how each individual variable can influence injury during the marathon.

1 Due to a busy training schedule and family life, the runner has not eaten enough food before the marathon.

Individual variable 1:

Influence on injury:

.....

[2]

Some candidates were unable to link 'not eaten enough food' with the appropriate individual variable in the specification of nutrition (diet was accepted). Candidates that simply reuse wording in the question will more often than not offer responses that are too vague to access any marks – for example food. Candidates scoring maximum marks were then able to link nutrition with a lack of energy or being weak/tired as the influence on injury.

Question 4 (2)

2 The runner manages to get between 7 and 9 hours' rest the night before.

Individual variable 2:

Influence on injury:

.....

[2]

As with the first part of Question 4 candidates that did not gain marks on this part of the question repeated the wording in the question and gave 'rest' as the individual variable rather than sleep. Candidates that then secured maximum marks gave a reason as to whether the amount of sleep was sufficient which helped concentration and less chance of injury or whether the amount of sleep was insufficient which then led to poor concentration or equivalent resulting in an increased chance of injury. Some candidates offered similar reasons for both nutrition and sleep such as tiredness or lack of focus. This was fine to do so as the question did not ask for different ways the individual variables can influence injury.

Exemplar 1

2. The runner manages to get between 7 and 9 hours' rest the night before.

Individual variable 2: Sleep

Influence on injury: A lack of sleep would lead to the runner becoming unfocused ~~and~~, meaning they could trip over and injure themselves.

[2]

This response scored maximum marks. The candidate has named the correct individual variable for both parts the question – nutrition and sleep. They have then correctly stated that for nutrition they will not have enough energy and will be weaker. For sleep, they have referred to a lack of sleep that can lead to the runner becoming unfocused resulting in them tripping over.

Question 5 (a)

5 (a) Other than a tackle, describe another way a rugby player may suffer from an open fracture.

.....
..... [1]

This question was well answered by the majority of candidates. Falling awkwardly or collisions with the rugby posts were the most common acceptable responses. Some candidates simply repeated the wording in the question and gave 'from tackling' which did not score marks. Some candidates simply gave examples/scenarios such as a scrum or catching the ball in the air, which was too vague as they did not describe how a rugby player may suffer an open fracture in their given scenario such as the scrum collapsing/falling awkwardly in the scrum.

Exam command words

Candidates are reminded that when a description is required, single word responses will be unlikely to attract marks.

Question 5 (b)

(b) The first aider can see blood and that the player is in a lot of pain.

What is the main sign a first aider could identify to confirm it is an open fracture?

..... [1]

Many candidates knew that the first aider would see the 'bone piercing through the skin' as the main sign to confirm it is an open fracture. Some candidates gave responses that are in the stem of the question, such as blood or pain – such responses are too vague.

Question 6 (a)

- 6 Fig. 1 below is an image that is going to be used on posters to raise awareness about symptoms and treatment for certain medical conditions.



Fig. 1

- (a) Name the medical condition that the poster will be used for.

..... [1]

Almost all candidates were able to recognise the image and gave the correct medical condition of asthma. A small number of candidates misread the question and gave inhaler as their response, which is not a medical condition so no marks could be given.

Question 6 (b) (i) (ii) (iii)

- (b) The company designing the poster want to add information about the symptoms of this medical condition and have identified coughing as one symptom.

Identify **three** other symptoms to be included on the poster.

(i) [1]

(ii) [1]

(iii) [1]

Many candidates were able to give three other symptoms relating to asthma other than coughing. Most gave the other three responses as stated in the specification of wheezing, shortness of breath and tightness in the chest. Other responses such as dizziness and blue lips were accepted - these are symptoms stated on the NHS website. Some candidates were unable to give three responses and offered no response (NR) for one or two responses whereas other candidates repeated the symptom given to them in the question and gave coughing as one of their symptoms.

Exemplar 2

- (i) wheezing [1]
- (ii) Coughing [1]
- (iii) Shortness of breath [1]

Exemplar 2 scored 2 out of 3 marks. The candidate has given a correct symptom for (i) wheezing and (iii) shortness of breath but they have repeated the symptom of coughing for (ii).

Question 6 (c)

(c) Other than using the treatment in the poster and calling 999, describe **two** other ways this medical condition can be treated.

- 1
- 2

[2]

This question was generally well answered by candidates with keeping them calm, offering reassurance and sitting them upright as the most common correct responses. Some candidates offered use of an inhaler as a response but the question stated 'other than the treatment in the poster' so these responses could not be credited.

Exemplar 3

- 1 Calm the person down
- 2 Find and give them their inhaler

[2]

Exemplar 3 scored 1 out of 2 marks. The candidate has correctly given calming the person down for 1 mark but has described the use of an inhaler for their second response which cannot be credited as the question states 'Other than using the treatment in the poster...'

Question 6 (d)

(d) A poster for the treatment of diabetes could contain a picture of what item?

..... [1]

This was very well answered with most correct responses giving insulin or sugar/sweets. Some candidates were too vague and simply wrote injections which could not be credited a mark. It is important to note in questions that ask for one response only candidates who offer more than one response will only have their first response marked.

Question 7 (a)

7 (a) Explain how stretching in a cool down aids recovery.

.....
.....
.....
..... [2]

Overall, candidates found it more difficult to score maximum marks in this question. Many candidates made the error of stating stretching prevents or stops injury or stiffness from occurring which is too vague as stretching cannot prevent injury or equivalent altogether it can only help reduce the chances of it from occurring.

Question 7 (b)

(b) Name a type of stretching that should be performed in a cool down.

..... [1]

Static and maintenance stretching were the most common correct responses. Some candidates gave an example of a stretch or exercise such as a hamstring stretch, rather than a type of stretching and did not score a mark.

Question 7 (c)

- (c) Describe how the weather needs to be considered by a hockey coach before the team completes a cool down outdoors.

.....
..... [1]

Candidates that referred to the weather and gave examples of how specific weather conditions could influence the cool down outdoors gained the mark. For example, the rain making the conditions more slippery or too hot so greater chance of dehydration. Some candidates simply referred to the playing surface with no reference to the rain/ice or equivalent making the surface more dangerous to do a cool down and were therefore too vague.

Question 8 (a)

- 8 (a) Name **one** acute injury that a gymnast may suffer from.

..... [1]

This was very well answered with a wide range of acute injuries being used. The most common acute injuries were sprains, strains and fractures. A small number of candidates mixed up chronic injuries with acute injuries and scored no mark for giving chronic injuries such as shin splints or tendonitis.

It is important to note in questions that ask for one response only candidates who offer more than one response will only have their first response marked.

Question 8 (b)

- (b) Give **one** example of how the named injury may occur in gymnastics.

..... [1]

This response was again well answered with many candidates being able to link their acute injury given in 8 (a) to this response. For example, overstretching in a routine for strain or falling off apparatus or incorrect landing for a sprain.

Question 9 (a)

9 (a) Complete the table below using the different warm up components and practical exercises/ examples from swimming.

Warm up component	Suitable practical exercise/example
(i)	Swimming 4 lengths of the pool
(ii)	Shoulder rotations
(iii)	Groin walk
Skill rehearsal phase	(iv)

[4]

The majority of candidates scored at least 1 mark in this question. A pulse raiser (i) and stretching for (iii) were the most common correct responses. Some candidates confused components with dynamic movement being used for (ii) or (iii). The more able candidates were able to relate the skill rehearsal phase to swimming strokes or named strokes or skills such as front crawl, breaststroke or tumble turns and diving. Some candidates did not read the question properly and gave examples of skills for other sports such as passing in rugby.

Question 9 (b)

(b) Describe the main purpose of dynamic movement in a warm up.

.....
 [1]

Many candidates did not make the connection between dynamic movement and changing speed and direction. Some candidates simply gave general benefits such as increasing heart rate or reducing risk of injury and some were too vague in their description and only referred to change in speed or a change in direction.

Specification: LO2 - Key components of a warm up

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 10 (a)

10 A football goalkeeper has injured their ankle in a collision with another player.

(a) Using practical examples, describe **four** other extrinsic factors that can cause injury to a football goalkeeper during a game.

1

.....

.....

2

.....

.....

3

.....

.....

4

.....

.....

[4]

This question produced a range of responses from no response to the maximum 4 marks. Those candidates scoring maximum marks were able to describe different extrinsic factors using practical examples. Candidates who scored 1 to 3 marks tended to be too vague in some of their descriptions and/or not attempt to use practical examples and/or repeated extrinsic factors. For example, a goalkeeper with poor technique is too vague unless linked to coaching or responses that gave examples from 'playing surface' and 'weather' would be a repeat as both are environmental factors.

Exemplar 4

1. The weather could cause ~~injuring~~ injury because if it is raining the keeper could get his boots stuck in the mud and could roll his ankle.
2. Equipment could cause injury to the keeper. If the boots are too small for the goalkeeper, then they will get a blister.
3. Inappropriate coaching could cause injury, this is because if the coach is shouting at the keeper, the keeper can not focus and will injure.
4. Playing surface could cause injury. If the ~~of~~ pitch is frozen the goalkeeper will slip and could get a concussion.

[4]

Exemplar 4 scored 3 out of 4 marks. The candidate has given different extrinsic factors with practical examples for point 1 (environmental), point 2 (equipment) and point 3 (coaching). Point 4 is a repeat of an environmental factor so no mark given. Other extrinsic factors that could have been used were the type of activity and safety hazards.

Question 10 (b) (i)

- (b) SALTAPS is the on-field assessment routine the physiotherapist can use when treating the injury.

Identify the correct component of SALTAPS from the descriptions below:

- (i) The physiotherapist encourages the goalkeeper to move the injured ankle themselves without any assistance.

[1]

Most candidates scored well on this question. There was evidence of some candidates thought processes with some writing to the side the correct words for SALTAPS and then using this information to correctly give 'active' as the correct response. A number of candidates gave 'passive' as their response which is incorrect as this requires the first aider to gently manipulate and move the injury.

Question 10 (b) (ii)

- (ii) The physiotherapist decides the goalkeeper is fit enough to continue with the game as they are able to put weight on their ankle.

..... [1]

Most candidates scored well on this question. There was evidence of some candidates thought processes with some writing to the side the correct words for SALTAPS and then using this information to correctly give 'strength' as the correct response.

Specification: LO3 - SALTAPS

Candidates need to demonstrate an understanding of the acronyms in the specification such as SALTAPS and be able to apply practical examples or use their knowledge to give responses in questions that provide the practical example/scenario.

Question 11 (a)

- 11 Circle your chosen options to indicate whether the statements below are true or false.

- (a) You should apply an ice pack to a deep cut to stop blood loss.

True

False

[1]

This was generally well answered, with the majority of candidates having the knowledge that applying an ice pack to a deep cut is not a recommended treatment.

Question 11 (b)

- (b) To minimise blood loss, a cut on the arm should be kept below the level of the heart.

True

False

[1]

More candidates opted for true than in Q11 (a) but there were still a high number of candidates scoring on this question. A cut would need to be raised above the level of the heart rather than below the level of the heart to help minimise blood loss.

Question 11 (c)

(c) Name the best piece of first aid equipment to deal with cuts and prevent infection.

..... [1]

This was a high scoring question with most candidates using bandages or plaster as a correct response. It is important to note in questions that ask for one response only candidates who offer more than one response will only have their first response marked.

Question 12

12 Describe the difference between a muscle sprain and strain.

.....
.....
.....
..... [2]

Following the identification of an error in Q12, this question was discounted from the question paper. Two marks were awarded for all candidates, irrespective of whether they have correctly answered the question, incorrectly answered the question, or offered no response.

Question 13 (a)

13 (a) As part of a basketball player's warm up, they will increase their heart rate which delivers more blood and oxygen to the muscles.

Describe **three** other benefits of a warm up, to the muscles.

1
.....
2
.....
3
..... [3]

This question was generally well answered with preparing muscles for the sport, increased flexibility, increased muscle temperature with reduced chances of injury as the most common responses. Some candidates were too vague in their descriptions such as an increase in muscle contraction but not being specific to speed or strength. Some candidates used the wording that a warm up prevents injury from happening which is incorrect it can only help reduce the chances of injury. Some candidates mixed up psychological benefits within physical benefits.

Exemplar 5

- 1 The muscles ~~of~~ become more pliable
 - 2 The muscles become ^{more} ~~stee~~ flexible
 - 3 ~~Muscle~~ Speed of muscle contraction is increased.
- [3]

Exemplar 5 scored 2 out of 3 marks. The candidate has repeated the benefit of muscles becoming more flexible/pliable.

Question 13 (b)

(b) The warm up will also allow the basketball player to 'get in the zone' and control their arousal levels.

Describe **three** other psychological benefits of a warm up.

- 1
- 2
- 3

[3]

Candidates struggled to score maximum marks on this question.

Errors made by candidates included a lack of detail in responses. As in previous series, responses that simply mentioned the psychological terms such as motivation or confidence were too vague. The benefits needed to be specific so an increase in motivation or confidence was required. Simply writing the word 'motivation' or 'confidence' could refer to a low level, which would in fact be a negative for the performer and could cause injury.

Most candidates scored some marks if they interpreted the word 'psychological' properly. Some candidates gave physical benefits and could not therefore score marks. Other candidates gave good responses often related to an increase in motivation and concentration. Some candidates merely repeated responses given in the stem (getting in the zone or control of arousal) and were therefore too vague. Other candidates also repeated similar responses such as increase in concentration and an increase in focus would be a repeat and only 1 mark would be given for both.

Exam command words and exam technique

Candidates are reminded that when a description is required, single word responses will be unlikely to attract marks.

For Q13 (a) some candidates described psychological rather than physiological benefits and vice versa for Q13 (b).

A number of candidates repeated the benefits of: Increase in heart rate in 13(a) and controlling arousal or settling nerves (or giving equivalent responses) for 13 (b).

Question 14 (a)

14 Fig. 2 shows a diagram of the spinal column.

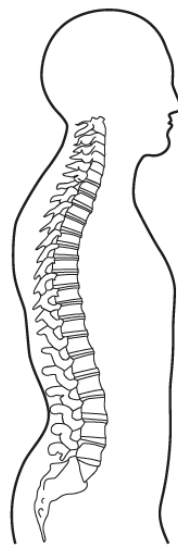


Fig. 2

- (a) Draw an arrow on **Fig. 2** above to indicate the location and direction of the curve of the spine of someone that has been diagnosed with kyphosis. [1]

A number of candidates had sufficient knowledge of kyphosis and were able to correctly draw an arrow that indicated both the location (towards the top of the spine) and direction (moving from right to left) as this condition arches the back outwards. A few candidates offered no response (NR) for this question or confused kyphosis with lordosis and placed the arrow at the bottom of the spine.

Specification: LO1 - Sports injuries related to poor posture

An understanding of the technical vocabulary that is stated in the specification is crucial if candidates are to perform well in this examination.

Question 14 (b)

(b) Describe how emotional factors influence poor and good posture.

Poor posture:
.....
..... [2]

Good posture:
.....
..... [2]

This was generally well answered with many candidates scoring maximum marks. Candidates that did not score maximum marks tended to only answer one part of the question, for example, description of emotional factors or how posture was influenced.
Candidates needed to response to both parts to have a chance of scoring maximum marks.

Question 15

15* During their careers, marathon runners and tennis players may experience different types of chronic injuries.

Explain the different types of chronic injuries they may experience, the symptoms and how R.I.C.E. could be used as a treatment.

.....
.....
..... [8]

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Many candidates demonstrated a fluent and well-planned response, others less so and showed a lack of overall structure and grammatical/spelling accuracy. The better responses tended to make reference to all parts of the question – examples of chronic injuries and explanation how these develop, symptoms and use of R.I.C.E.
A number of candidates impressed through their knowledge and understanding of this part of the specification. The lower scoring responses confused acute and chronic injuries. These responses were also too vague in their responses and rarely developed their points or focused on one chronic injury. It is important for candidates to carefully read the question and identify exactly what is required by the question.
Candidates that showed a good understanding of chronic injuries were well prepared by their centres using the injuries listed in the specification. Some well-developed responses included explanations of other types of chronic injuries including Osgood Schlatter’s and Sever’s disease along with other chronic injuries not listed in the specification such as runner’s knee.

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