



Oxford Cambridge and RSA

Cambridge National

Sport Studies

R051/01: Contemporary issues in sport

Level 1/2 Cambridge National Certificate/Award

Mark Scheme for June 2022

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Mark Scheme**General advice to Assistant Examiners on the procedure to be used**

YOU WILL BE REQUIRED TO MARK PRACTICE AND STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.

1. The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader (Supervisor) without delay.
2. An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by phone, the messaging system within scoris, or e-mail.
3. Correct answers to calculations always gain full credit, even if no working is shown (The “Show your working” instruction is to help candidates, who may then gain credit even if their final answer is not correct.)
4. Some questions may have a ‘Level of Response’ mark scheme. Any details about these will be in the Additional Guidance.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Award No Response (NR) if:
- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

7. The **Abbreviations, annotations and conventions** used in the detailed Mark Scheme are listed in point 9.

Award No Response (NR) if:

there is nothing written in the answer space.

Award Zero '0' if:

anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. **The Comments box** will be used by your PE to explain their marking of the practice scripts. Please refer to these comments when checking your practice scripts.

Any questions or comments you have for your Team Leader should be communicated by phone, via the scoris messaging system, or e-mail.

9. Annotations in scoris

The following annotations are available:

The following annotations are available:

✓ = correct response

✗ = incorrect response

BOD = Benefit of doubt

IRRL = Irrelevant

REP = Repetition

VG = Vague

? = Unclear

K = Knowledge and understanding

DEV = Development

EG = Example

S = Sub-max for question reached

L1 = Level 1

L2 = Level 2

L3 = Level 3

Highlighting is also available to highlight any particular points on the script.

[The following questions should be annotated with ticks to show where marks have been awarded in the body of the text question 16-25]

10. Please send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal.

Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

Question	Answer	Mark s	Guidance																				
1	<p>Four marks from:</p> <table border="1" data-bbox="271 331 1249 715"> <thead> <tr> <th data-bbox="271 331 701 379">Example</th> <th data-bbox="701 331 882 379">Promotion</th> <th data-bbox="882 331 1066 379">Development</th> <th data-bbox="1066 331 1249 379">Infrastructure</th> </tr> </thead> <tbody> <tr> <td data-bbox="271 379 701 448">England Netball organising national competitions for under 14s.</td> <td data-bbox="701 379 882 448"></td> <td data-bbox="882 379 1066 448"></td> <td data-bbox="1066 379 1249 448">✓</td> </tr> <tr> <td data-bbox="271 448 701 564">The Rugby Union Football delivers the Young Match Official programme to encourage more young people to become referees.</td> <td data-bbox="701 448 882 564"></td> <td data-bbox="882 448 1066 564">✓</td> <td data-bbox="1066 448 1249 564"></td> </tr> <tr> <td data-bbox="271 564 701 619">Rounders England publishing the official rules for all of its members.</td> <td data-bbox="701 564 882 619"></td> <td data-bbox="882 564 1066 619"></td> <td data-bbox="1066 564 1249 619">✓</td> </tr> <tr> <td data-bbox="271 619 701 715">The English Football Association increase the level of media exposure of women's football.</td> <td data-bbox="701 619 882 715">✓</td> <td data-bbox="882 619 1066 715"></td> <td data-bbox="1066 619 1249 715"></td> </tr> </tbody> </table>	Example	Promotion	Development	Infrastructure	England Netball organising national competitions for under 14s.			✓	The Rugby Union Football delivers the Young Match Official programme to encourage more young people to become referees.		✓		Rounders England publishing the official rules for all of its members.			✓	The English Football Association increase the level of media exposure of women's football.	✓			[4]	1 mark for each correct answer
Example	Promotion	Development	Infrastructure																				
England Netball organising national competitions for under 14s.			✓																				
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2 (a)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Lack of money/lack of disposable income/pension only income/can't afford it 2. Lack of time due to family commitments/looking after grandchildren 3. Work restrictions/ unsuitable timings of sessions 4. Lack of provision (that offer walking netball)/ sessions 5. Lack of awareness of provision 6. Lack of transport 7. Lack of media coverage / Lack of (suitable) role models 8. Lack of motivation/confidence/self-esteem 	[2]	<p>One mark for each correct answer.</p> <p>Description needed. One word answers = vg</p> <p>DNA – Too old/ not fit/ health issues DNA – Lack of time on own DNA – Lack of facilities DNA – Lack of awareness</p>																				

2 (b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Grants 2. Lottery funding 3. Donations/private investment 4. Sponsorship 5. Income from media rights 6. Income from advertising 7. Income from fundraising events 8. Merchandising 9. Subscription/club affiliation fees 10. Admission charges 	[3]	<p>One mark for each correct answer.</p> <p>BOD Membership fees</p>
3 (a)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Lack of disposable income/cost of participation is too high/ cannot afford to participate 2. Spending time trying to find a job 3. Cost of transport is too high/ cannot afford 4. Lack of awareness of facilities/activities 	[3]	<p>One mark for each correct answer.</p> <p>DNA - lack time/money/awareness on own DNA – Lack of income DNA – lack of transport on its own</p> <p>Note – DNA lack of role models as not relevant to being unemployed</p>
3 (b)	<p>Three mark from:</p> <ol style="list-style-type: none"> 1. Offer free/subsidised activities/discounted equipment 2. Provide free/subsidised transport/get a lift with friend or family 3. Promotion /advertising to increase awareness 4. Offer schemes/activities specifically aimed at the unemployed 	[3]	<p>One mark for each correct answer.</p> <p>Others providing solutions</p>

4	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Provision of more competitions 2. Train more coaches/instructors 3. Increase number of clubs / CrossFit sessions 4. Increase advertising / promotion 5. Increased media coverage 6. Use role models to encourage participation/highlight individual or team success 7. Provide free / subsidised / coaching sessions / taster sessions 8. Adapt sport for different user groups e.g. low impact version for over 65s 9. Encourage schools to add to curriculum / extra-curricular activity programme 		<p>One mark for each correct answer.</p> <p>Pts 1 –5 must have reference to an ‘increase’</p> <p>DNA – role models on own</p> <p>DNA – provide equipment</p>
5	<p>Two marks for factors and two marks for descriptions from:</p> <ol style="list-style-type: none"> 1. Provision 2. Football pitches are readily available therefore popularity of women’s football increases 3. Media coverage 4. Increased media coverage of women’s football has resulted in greater awareness/participation/increase spectatorship 5. Role models 6. People aspire to emulate role models which increases participation 7. (Social) acceptability 8. Women’s football is now more socially acceptable and so popularity has increased 9. Participation 10. All user groups can access football so popularity increases 11. Environment/climate 12. Football can be done in any weather, so more people will participate 13. Spectatorship 14. More opportunities to spectate women’s football increases popularity 	[2]	<p>Accept the converse</p> <p><u>Factors must be word for word, as per the mark scheme e.g. media = VG</u></p> <p>Factors (odd numbers) can be awarded without description (even numbers)</p> <p>Description marks (even numbers) cannot be awarded without correct factor (odd numbers)</p> <p>DNA – increased popularity on own, must have description</p> <p>DNA – weather</p>
		[4]	

6	<table border="1"> <thead> <tr> <th data-bbox="271 148 562 193">Sporting Value</th> <th data-bbox="562 148 1305 193">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="271 193 562 312">Fair Play</td> <td data-bbox="562 193 1305 312">(a) Learning the importance of playing by the rules/ following the rules</td> </tr> <tr> <td data-bbox="271 312 562 427">(b) Team Spirit</td> <td data-bbox="562 312 1305 427">Learning how to work together and support others by playing as part of a team.</td> </tr> <tr> <td data-bbox="271 427 562 547">Excellence</td> <td data-bbox="562 427 1305 547">(c) Striving to be the best you can achieving a personal best/ trying your hardest</td> </tr> <tr> <td data-bbox="271 547 562 662">Citizenship</td> <td data-bbox="562 547 1305 662">(d) Getting involved in your local community through sport Playing for/ coaching/volunteering at your (local) team/club</td> </tr> <tr> <td data-bbox="271 662 562 777">(e) Tolerance and respect</td> <td data-bbox="562 662 1305 777">Developing an understanding of different countries and cultures.</td> </tr> </tbody> </table>	Sporting Value	Description	Fair Play	(a) Learning the importance of playing by the rules/ following the rules	(b) Team Spirit	Learning how to work together and support others by playing as part of a team.	Excellence	(c) Striving to be the best you can achieving a personal best/ trying your hardest	Citizenship	(d) Getting involved in your local community through sport Playing for/ coaching/volunteering at your (local) team/club	(e) Tolerance and respect	Developing an understanding of different countries and cultures.	[5]	<p>BOD not cheating</p> <p>DNA Teamwork</p> <p>BOD = Tolerance or respect or on own</p>
Sporting Value	Description														
Fair Play	(a) Learning the importance of playing by the rules/ following the rules														
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7 (a)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Applaud or clap or cheer good play/ applaud or clap or cheer opposition 2. Respect the kicker/being quiet when a conversion or penalty being taken 3. Encourage positive play/don't encourage negative play 4. Respect officials/coaches' decisions 5. Don't swear/use bad language 6. Don't be aggressive (verbal or physical) in behaviour (e.g. towards officials or opposition/ other parents) 7. Don't go on the pitch/playing surface 	[2]	<p>One mark for each correct answer.</p> <p>BOD – Booing</p>												

7 (b)	<p>Two marks from:</p> <ol style="list-style-type: none">1. Alerting the referee to a head injury/serious injury2. Shaking opponent's hand before/after the match3. Congratulating the opposition on good play (during or after the match)4. Positive play e.g. no timewasting5. Showing respect for the referee/officials6. Clapping (opposition) when a substitution is made/ when someone leaves the pitch because they are injured	[2]	<p>One mark for each correct answer.</p> <p>Accept other relevant examples</p> <p>DNA – helping someone up after a tackle DNA – helping someone who has fallen over</p>
8	<p>One marks from:</p> <ol style="list-style-type: none">1. Involves competitors/participants from more than one country/around the world2. Attracts spectators from more than one country/ around the world	[1]	<p>One mark for each correct answer.</p> <p>DNA – attracts lots of spectators</p>

9	(b) Political	[1]																					
10	<p>Four marks from:</p> <table border="1" data-bbox="271 339 1240 614"> <thead> <tr> <th>Major sporting event</th> <th>'One-off'</th> <th>Regular</th> <th>Regular and recurring</th> </tr> </thead> <tbody> <tr> <td>Wimbledon</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>UEFA Champions League Final</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Olympic and Paralympic Games</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>FA Cup Final</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>	Major sporting event	'One-off'	Regular	Regular and recurring	Wimbledon			✓	UEFA Champions League Final		✓		Olympic and Paralympic Games	✓			FA Cup Final			✓	[4]	
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Olympic and Paralympic Games	✓																						
FA Cup Final			✓																				
11 (a)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Limited provision of disabled tennis sessions /no suitable programmed sessions / activities 2. Lack of awareness of opportunities to participate / lack of advertisement 3. Lack of (suitable) transport 4. Limited/lack access to the building/facility 5. Lack of specialist/correct/adapted equipment 6. Lack of time due to work commitments / work restrictions 7. Lack of (disabled) role models 8. Anxiety over ability to participate successfully /lack of confidence /self-esteem/fear of discrimination 9. Lack of coaches for disabled performers 	[3]	<p>One mark for each correct answer.</p> <p>DNA – Lack of provision on own DNA – lack of facilities DNA – lack of awareness on own DNA – transport as one word answer DNA – Accessibility/access on own</p> <p>BOD - Lack of time</p> <p>BOD – Lack of specialist/trained coaches</p>																				

11 (b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Provide suitable programmed activities / adapt sessions for disabled athletes / provide disabled athlete only sessions 2. Use disabled/appropriate role models 3. Provide ramps / access doors / lifts 4. Provide adapted equipment e.g. wheelchairs 5. Provide adapted transport 6. Provide assistance/specialist staff /coaches 	[3]	<p>One mark for each correct answer.</p> <p>Description needed. One-word answers = vg</p> <p>BOD specialised/suitable equipment and transport</p>
12 (a)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Increase participation/inspire people to participate. 2. Improved/additional new (sports) facilities 3. Facilities can be used by local communities after the event 4. Increase media coverage of sport 5. Attract more sponsorship/funding for the sport 6. Improved status or recognition of the country 7. Feeling of well-being/morale is improved/national pride 8. Improved (transport) infrastructure 9. Jobs are created 10. Increase investment (in area/facilities)/ bring more money to country/ spending in local businesses 11. Increase in tourism. 	[3]	<p>One mark for each correct answer.</p>

12 (b)	Three marks from: <ol style="list-style-type: none">1. Facilities/infrastructure are not used after the event/facilities are too expensive to run/become white elephants2. Tourism may decrease after the event3. Jobs are lost after the event/only temporary4. City in debt after the event/may still be paying for the event or bidding cost/infrastructure long after the event has taken place5. Housing created may be too expensive for local community.6. If event went badly/poorly organised leads to poor status of the city.	[3]	One mark for each correct answer. Response must link to negative factors after the event
13	(b) Handball	[1]	
14	Three marks from: <ol style="list-style-type: none">1. Nail (sample)2. Hair (sample)3. Blood (sample)4. Urine (sample)	[3]	

<p>15.</p>	<p><u>Levels of response</u></p> <p>Level 3 (7-8 marks) A comprehensive response:</p> <ul style="list-style-type: none"> - shows detailed knowledge and understanding - makes many points, many of which are well developed. - is well structured and consistently uses appropriate terminology. - there are few if any errors in grammar, punctuation and spelling. <p>Level 2 (4-6 marks) A competent response:</p> <ul style="list-style-type: none"> - shows good knowledge and understanding. - makes some valid points a few of which may be developed. - is reasonably well structured and uses some appropriate terminology. - there are occasional errors in grammar, punctuation and spelling. <p>Level 1 (1-3 marks) A basic response:</p> <ul style="list-style-type: none"> - shows limited knowledge and understanding. - makes some basic points which are rarely developed. - has limited coherence and structure with little or no use of appropriate terminology. - errors in grammar, punctuation and spelling may be noticeable and intrusive. <p>0 = nil response or no response worthy of credit.</p>	<p>[8]</p>	<p>Differentiating between levels look for:</p> <p>Level 3 (7-8 marks)</p> <p>To access At the top of the level candidates show a well-developed understanding of both the positive and negative reasons for taking PEDs</p> <p>At the top of this level candidates give at least four knowledge points and three developments, with examples, explaining both sides of the discussion.</p> <p>Candidates must offer more than one example to access this level</p> <p>Level 2 (4-6 marks)</p> <p>At the top of the level candidates show a good understanding of both the positive and negative reasons for taking PEDs.</p> <p>At the top of this level candidates give at least three knowledge points, two developments and an example linked to the reasons for taking PEDs.</p> <p>Maximum mark accessible without example = 5</p> <p>Level 1 (1-3 marks)</p> <p>Basic understanding of PED in sport.</p> <p>At the top of this level candidates give at least two knowledge points and one development.</p> <p>Candidates may just list reasons for taking PEDs</p> <p>Limited or no examples used</p> <p>Candidates only offer one side of the argument</p> <p>Always indicate the level at the end of the response.</p>
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KU	DEV	EG
Reasons for taking PEDs		
1. To gain an unfair advantage/improve performance	<ul style="list-style-type: none"> • Being able to train harder/longer • To improve stress management/ deal with the stress of sport 	<ul style="list-style-type: none"> • improving aerobic capacity/strength/endurance
2. Pressure	<ul style="list-style-type: none"> • External pressure from coaches/team mates to take PEDs to improve performance • External pressure to succeed from country/ fans/ family • Athletes want to win for their country/ increase national pride 	<ul style="list-style-type: none"> • Cycling team doping/ Lance Armstrong encouraged team mates to use PEDs • Russian state funded doping/
3. Desire to win/win at all cost mentality	<ul style="list-style-type: none"> • An athlete wants to be successful/it is worth taking the risk • Fear of not being good enough without taking PEDs 	
4. Money/fame/extrinsic rewards	<ul style="list-style-type: none"> • More success will result in more sponsorship deals/ money for participating/winning • Increased media coverage of successful athletes will result in them becoming more famous 	<ul style="list-style-type: none"> • Lance Armstrong – Nike sponsorship deals
5. Return from injury/ decrease recovery time from competition/training	<ul style="list-style-type: none"> • Return from injury will be quicker with the use of PEDs • PEDs can mask pain, allowing athletes to perform when injured 	<ul style="list-style-type: none"> • American football players masking knee injuries with illegal pain killers to get through the season
6. To create a level the playing field	<ul style="list-style-type: none"> • Performer perceives that fellow competitors are taking PEDs • Fear of falling behind other competitors/peers 	<ul style="list-style-type: none"> • Athletics/sprinters taking PEDs to keep up with competitors

Reasons for NOT taking PEDs		
7. Fair/fairer for everyone/stop cheating/stop unfair advantage	<ul style="list-style-type: none"> • Taking PEDs is against sporting values/unethical • Creates a level playing field if no one takes PEDs 	<ul style="list-style-type: none"> • Cycling
8. Damages reputation of the sport/individual	<ul style="list-style-type: none"> • Sports/individuals are tainted by reputations of having ongoing issues • Sport is seen as unfair/not a level playing field • Leading to negative media coverage • Loss of sponsorship 	<ul style="list-style-type: none"> • David Miller/ Ben Johnson/ Maria Sharapova/ Justin Gatlin <p>Except any other relevant example</p>
9. Mistrust of results	<ul style="list-style-type: none"> • Spectators do not trust the results from certain sports • therefore, may not watch the sport/becomes less popular/lose spectators 	<ul style="list-style-type: none"> • many cyclists in the Tour de France have been banned
10. Fear of getting caught	<ul style="list-style-type: none"> • Don't want to get banned from their sport • WADA has more sophisticated methods of testing, so harder to get away with taking PEDs • Fear of being stripped of awards/medals 	<ul style="list-style-type: none"> • Two year ban/life time ban for repeat offenders • 10 year window for testing athletes after an event • Tyson Gay caught and banned for taking PEDS • The Whereabouts rule <p>Ref to Russian ban =REP of question</p>
11. Being role model	<ul style="list-style-type: none"> • Athletes do not want to take PEDs as they want to be a good role model to younger performers • To show that they are 'clean'/protect their own reputation as a role model • The use of PEDs will only continue to spread if the next generation of elite performer come up seeing it throughout their sport 	<ul style="list-style-type: none"> •

12. Health risks	<ul style="list-style-type: none">• Taking PEDs can damage an athletes physical/mental health• Drugs can become addictive, leading to long term health issues	<ul style="list-style-type: none">• heart and liver damage (from using anabolic steroids)
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