

Cambridge Technicals

Sport

Unit 1: Body systems and the effects of physical activity

Level 3 Cambridge Technical in Sport and Physical Activity
05826 - 05829 & 05872

Mark Scheme for January 2025

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

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

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

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MARKING INSTRUCTIONS

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email or via the RM Assessor messaging system.

5. Crossed Out Responses

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

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 zero mark should be awarded, even if one of the answers is correct.

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

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

relevant/correct responses.)

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always **check the pages** (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (No Response) option. Award NR (No Response)

- if there is nothing written at all in the answer space

- OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')

- OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations used by examiners

Annotation	Meaning
BOD	Benefit of doubt
×	Cross
DEV	Development (Use for Q21)
EG	Example/Reference
IRRL	Significant amount of material which doesn't answer the question
KU	Knowledge and understanding (Use for Q21)
L1	Level 1 (Use for Q21)
L2	Level 2 (Use for Q21)
L3	Level 3 (Use for Q21)
MAX	Max
REP	Repeat
✓	Tick
VG	Vague (<i>Use instead of old NBD</i>)

SEEN = response been read but no credit given / also used where no response attempted

Multiple Choice Questions

Examiners indicate if answer given is correct or not using a tick or cross on the right hand side of the question.

All questions other than Multiple Choice and Extended response Question 21

Tick = correct

Cross = incorrect

BOD = benefit of the doubt given

VG = answer is vague / no benefit of the doubt given / also used where additional material may have been seen but no more marks gained

SEEN = response been read but no credit given / also used where no response attempted

REP = Point repeated and no further credit given

MAX = if maximum marks have been awarded for a question, then mark as MAX in left hand margin.

Extended response - Question 21

Please note that on the extended response question ticks and crosses are not used as it is not 1 tick = 1 mark.

Where applicable:

KU is used to indicate that a knowledge point from the mark scheme indicative content has been used.

DEV is used to indicate that a more developed or detailed point has been made (showing greater understanding).

L1 = Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

L2 = Level 2 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

L3 = Level 3 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

Examiner Guidance on annotations

1. General guidance:

- mark using RM annotations – **every** question to be marked
- record the total mark for each question in RM mark boxes
- **check carefully** that you input the correct mark – check the number of ticks recorded for each question (apart from Q21)
- **Do not** use ticks on Q21 – use KU (Knowledge and understanding credits) and DEV (Development credits)
- Only record KU and DEV **on left hand side** of script so that candidate's work is not obscured
- Record level on **left hand side** at the base of Q21 and record total mark for the question

- If candidate has attempted the question or even an attempt that is crossed out (still mark crossed out work), and deserves no credit then **record zero**
 - If candidate leaves a question unanswered then use the annotation '**SEEN**' and **record NR** in the totals box (no response)
 - Use **BP** on all blank pages to show that you have checked for any responses
2. For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.
3. For points-marked questions (all apart from Q21):
- Structured scheme: one mark = one point, represented by a **tick**
 - Keep referring to the requirements of each question
 - Annotate **every** question answered
4. For the levels marked questions:
- Keep checking for relevance of the response to the requirements of the question
 - Give **KU** for each KU credit achieved on the levels MS
 - Give '**DEV**' for every point that has been sufficiently developed and shown understanding indicated on the levels MS
 - Now **review again** the answer.
 - Remember to **keep checking** whether the response actually answers the question set.
 - REVIEW THE LEVELS' DESCRIPTORS AND ESPECIALLY THE DISCRIMINATOR POINTS TO PINPOINT THE MARK.
 - Indicate the level awarded (**L1**, **L2** or **L3**) at the base of the answer on the **LHS**, then enter the total mark for Q21
 - Some candidates may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
 - Some candidates may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
 - Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
 - It is **unlikely for learners to score 0** (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
 - Use your professional judgement and **contact your Team Leader** if you need help in applying the scheme.

Question		Answer	Marks	Guidance
1		(b) Latissimus dorsi	1	
2		(a) Cervical vertebrae	1	
3		(c) Trachea – bronchus – bronchiole	1	
4		(c) 3 minutes	1	
5		(a) Internal intercostal	1	
6		(b) Muscle length does not change as it contracts	1	
7		(b) High intensity and short duration	1	
8		(c) B and C	1	
9		partial	1	
10		120 millilitres OR 120 ml OR 0.12 litres	1	Units must be included or linked to per beat DNA per minute if stated Per beat is not needed as part of the answer to be awarded mark
11	(a)	1. Cranium 2. Sternum 3. Ribs / rib cage	2	Mark 1 st two answers only. Accept: bones of axial skeleton not listed in syllabus, e.g. mandible/hyoid. VG Skull VG Thoracic cage DNA: bones of the vertebral column (in question). DNA: bones of the appendicular skeleton (see list in syllabus).

Question		Answer	Marks	Guidance
11	(b)	<ol style="list-style-type: none"> 1. Tarsals 2. Talus 3. Metatarsals 4. Phalanges 	3	<p>Mark 1st three answers only. MP1 BOD: Accept any other named bones e.g. Calcaneus, Cuboid, Navicular, Cuneiforms Accept: talus and tarsals as 2 marks (talus is one of the tarsals but is listed separately in syllabus). DNA: answers that blend tarsals and carpals, e.g. tarpals / carsals. Same for metatarsals, e.g. metatarpals / metacarsals.</p>
11	(c)	<ol style="list-style-type: none"> 1. Give the body / face shape OR structure for the body / skeleton 2. Provide support for organs 3. Protect vital organs 4. Provide attachment for muscles 5. Produce (red) blood cells 6. Mineral storage 	3	<p>Mark 1st three answers only. MP3 Accept: protection of a named organ e.g. brain MP4 DNA: Movement / allows movement must refer to muscle attachment DNA: Ligament attachment DNA: one-word answers, e.g. shape, support, structure, protection DNA: Maintain a good posture</p>

Question		Answer	Marks	Guidance															
12		<table border="0"> <thead> <tr> <th>Structure</th> <th>Draw line</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>Ligament</td> <td></td> <td>Reduces friction between bones and connective tissue.</td> </tr> <tr> <td>Synovial fluid</td> <td></td> <td>Encloses the joint and forms the outer lining of the joint.</td> </tr> <tr> <td>Bursa</td> <td></td> <td>Lubricates the joint and helps to absorb shock.</td> </tr> <tr> <td>Joint capsule</td> <td></td> <td>Connects bone to bone and stabilises the joint.</td> </tr> </tbody> </table>	Structure	Draw line	Function	Ligament		Reduces friction between bones and connective tissue.	Synovial fluid		Encloses the joint and forms the outer lining of the joint.	Bursa		Lubricates the joint and helps to absorb shock.	Joint capsule		Connects bone to bone and stabilises the joint.	4	One mark for each correct match
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13		<ol style="list-style-type: none"> 1. Increased bone density OR stronger / thicker bones 2. Increased joint stability OR stronger joints OR stronger ligaments 3. Reduces risk of osteoporosis 4. Reduced risk of (osteo)arthritis OR thicker / stronger cartilage 5. Improved posture 6. Reduces risk of breaks / fractures 7. Increased mineral storage 8. Increased red blood cell (RBC) production 	2	Mark 1 st two answers only. MP1 BOD: tougher bones MP4 BOD: more cartilage MP3 DNA: Brittle bones / bone disease MP3, MP4 and MP6 DNA: prevents DNA: answers linked to tendons DNA: increased synovial fluid production DNA: negative effects (question says positive).															

Question		Answer	Marks	Guidance
14	(a)	<ol style="list-style-type: none"> (Agonist) concentric contraction OR contracts and shortens OR contracts to control movement at elbow OR contracts to lift the dumbbell OR causes flexion of the elbow (Antagonist) relaxes and lengthens OR relaxes or lengthens to allow flexion of the elbow (Fixator) stabilises the shoulder OR holds the humerus in position 	3	<p>MP1 VG: 'it contracts' on it's own MP3 VG: support the shoulder MP3 VG: stabilises movement / joint</p> <p>MP3 DNA: answers stating Arm DNA: answers that are not applied to biceps curl, e.g. 'agonist controls movement' on its own. DNA: one word answers</p>
14	(b)	<ol style="list-style-type: none"> Slow oxidative muscle fibres are used low intensity sporting activities. These muscle fibres have many capillaries. Their resistance to fatigue is high 	3	<p>Answers are: MP1 Low MP2 Many (high = BOD) MP3 High (strong = BOD)</p>
15		<ol style="list-style-type: none"> (Left atrium) = G (Aorta) = B (Vena cava) = A (Tricuspid valve) = D (Pulmonary valve) = H 	5	
16	(a)	<ol style="list-style-type: none"> (Direction of blood flow) Away from heart in arteries AND towards heart in veins (Speed of blood flow) Blood travels faster in arteries OR slower in veins (Muscle wall diameter) Arteries have thicker muscle walls OR veins have thinner walls (Blood pressure) Blood pressure is higher in arteries OR lower in veins 	4	<p>MP2 accept: quicker relating to arterial blood flow MP3 BOD: Bigger (arteries)</p> <p>Answers must use comparative words (thicker/higher/faster) or make direct comparisons with veins, e.g. arteries have thick walls and veins have thin walls.</p>

Question		Answer	Marks	Guidance
16	(b)	<ol style="list-style-type: none"> 1. The vascular shunt mechanism describes the redistribution of blood / cardiac output around the body during exercise. 2. The vasomotor control centre within the brain sends signals causing blood vessels called arterioles to change diameter. 3. Narrowing of these blood vessels is called vasoconstriction. 4. Widening of these blood vessels is called vasodilation. 5. The diameter changes so that the working muscles... 6. ...get more oxygenated blood / oxygen. 	6	<p>Answers are:</p> <ol style="list-style-type: none"> 1. blood / cardiac output 2. arterioles (arteries = BOD) 3. Vasoconstriction (vasoconstrict = BOD) 4. Vasodilation (vasodilate = BOD) 5. working muscles (accept: active muscles or equivalent) 6. oxygenated blood / oxygen <p>DNA: MP5 'muscles' on its own. MP6 'blood' on its own.</p>
17	(a)	<ol style="list-style-type: none"> 1. (Epiglottis) Prevents food entering trachea / lungs / windpipe OR allows food to enter oesophagus OR covers oesophagus when breathing OR allows air / oxygen to enter trachea / lungs / windpipe / airway 2. (Trachea) transports / allows air / oxygen to enter the bronchi / bronchus/ lungs OR passageway for air / oxygen to the bronchi / bronchus / lungs OR filters air / oxygen OR mucus traps debris OR debris is stopped/filtered/trapped 	2	<p>MP1 and MP2 DNA: 'Lets air / oxygen in' on its own</p>
17	(b)	<ol style="list-style-type: none"> 1. (Diaphragm) contracts / flattens / moves downwards 2. Increases the volume of the thoracic cavity / chest cavity / thorax / lungs 3. Decreases pressure in the thoracic cavity / chest cavity / thorax / lungs 	2	<p>MP2 BOD: Allowing lungs to expand MP2 BOD: increase in size</p> <p>MP2 DNA: Space</p> <p>DNA: contradictory responses e.g. contracts and moves up</p>

Question	Answer	Marks	Guidance
18	<ol style="list-style-type: none"> 1. (Tidal volume) 0.5 litres per breath / 500 ml or millilitres per breath 2. (Breathing frequency) any value in the range 12 – 15 breaths per minute or f 3. (Minute ventilation) any value in the range 6 - 7.5 litres per minute / 6000 – 7500 ml or millilitres per minute 	3	<p>MP2 DNA: BPM</p> <p>DNA: answers out with the range stated e.g. 15 – 20 breaths per minute = VG</p> <p>Correct units must be included in every answer for credit.</p>
19	<ol style="list-style-type: none"> 1. Maintains elevated breathing / respiration rate 2. Gradually reduces breathing rate / tidal volume / minute ventilation 3. Maintains high levels of gaseous exchange 4. Maintains increased oxygen uptake 5. Increases / speeds up removal of carbon dioxide / processing of lactic acid 6. Makes excess post-exercise oxygen consumption (EPOC) process more efficient / speeds up / quicker 	3	<p>MP2: needs some indication that the reduction is gradual or equivalent, e.g. slowly reduces ...</p> <p>MP3 BOD: reduces gaseous exchange at a steady pace</p> <p>MP4 BOD: more oxygen / O₂ enters the body than at rest</p> <p>MP4 BOD: pay back oxygen debt / deficit</p> <p>DNA: Cardiovascular responses e.g. gradually reduces HR</p>
20	<ol style="list-style-type: none"> 1. (Food fuels) Carbohydrates / CHO / glucose / glycogen / protein 2. (Food fuels) Fats / fatty acids / FFAs / lipids / triglycerides / protein 3. (Amount of ATP) 34 – 38 4. (By-products) water / H₂O 5. (By-products) carbon dioxide / CO₂ 	5	<p>MP1 BOD: carbs</p> <p>MP1 and MP2: protein – only credit once</p> <p>MP3 Accept: any number(s) within the range</p> <p>MP4 or MP5 DNA: Hydrogen</p> <p>MP1 and MP2 can be in any order. MP4 and MP5 can be in any order.</p>

21* Explain the positive and negative effects of physical activity and sport on the muscular system	10 marks
<p>Positive (short-term effects)</p> <ol style="list-style-type: none"> 1. Increase in temperature / warmer muscles <ul style="list-style-type: none"> • Caused by movement / contraction of muscles 2. Increased motor unit recruitment <ul style="list-style-type: none"> • Increase nerve transmission / rate of firing • Increased speed of muscle contraction 3. Increase in supply of blood / oxygen <ul style="list-style-type: none"> • Only to working muscles • Vascular shunt activated 4. Increase in energy production <ul style="list-style-type: none"> • Increase in breakdown of ATP / PC / glycogen • Increase enzyme activity 5. Increase in flexibility <ul style="list-style-type: none"> • Increase in elasticity / pliability / suppleness of muscles / connective tissue <p>Negative (short-term effects)</p> <ol style="list-style-type: none"> 6. Increase in lactic acid production OR lactic acid build up OR Onset of Blood Lactate Accumulation (OBLA) <ul style="list-style-type: none"> • Increase in production of CO₂ • Decrease in (muscle) PH level • Increased potential for fatigue 7. (Greater likelihood of) Delayed onset of muscle soreness (DOMS) <ul style="list-style-type: none"> • Micro tears in muscle tissue / muscle tears 8. Depletion of food fuels <ul style="list-style-type: none"> • Depletion of stores of PC / glycogen / glucose 9. Depletion of myoglobin stores <ul style="list-style-type: none"> • Stores of oxygen in muscle 	<p>Positive (Long-term effects)</p> <ol style="list-style-type: none"> 10. Increase in strength <ul style="list-style-type: none"> • Increase in force / power / endurance / contraction speed 11. Hypertrophy <ul style="list-style-type: none"> • Increase in muscle size / mass • Increase in tendon strength 12. Hyperplasia <ul style="list-style-type: none"> • Increase in number of muscle fibres 13. Increase in efficiency of muscle function <ul style="list-style-type: none"> • Increase in size / density of mitochondria • Increase in myoglobin (stores) 14. Increase in availability of food fuels <ul style="list-style-type: none"> • Increase in muscle stores of PC / glycogen / triglycerides / fats 15. Increase in capillarisation <ul style="list-style-type: none"> • Increased / more efficient gaseous exchange / diffusion at the muscles 16. Increase in flexibility / elasticity / pliability 17. Reduced risk of (muscle) injury <ul style="list-style-type: none"> • Faster recovery from muscle injuries 18. Increased tolerance to lactic acid <ul style="list-style-type: none"> • Faster removal of lactic acid / waste products • Increased / higher / more resistance to fatigue <p>Negative (Long-term effects)</p> <ol style="list-style-type: none"> 19. Chronic / Overuse / Overworking injuries <ul style="list-style-type: none"> • (Named injuries) e.g. tennis elbow / golfer's elbow / fasciitis / tendonitis 20. Muscle Dysfunction <ul style="list-style-type: none"> • Muscle imbalance • Cause of poor posture 21. some types of training may reduce flexibility <ul style="list-style-type: none"> • maximal strength training

<p>Level 3 (8–10 marks) A comprehensive answer: Detailed knowledge & understanding. Effective analysis/critical evaluation and/or discussion/explanation/development. Clear and consistent practical application of knowledge. Accurate use of technical and specialist vocabulary. High standard of written communication.</p>	<p>At Level 3 responses are likely to include: Detailed knowledge and understanding of the positive and negative effects of physical activity and sport on the muscular system. At the top of this level there will be detailed positive and negative long- and short-term effects. At the bottom of this level there will be detailed knowledge and understanding of many positive and negative effects of physical activity and sport on the muscular system.</p>
<p>Level 2 (5–7 marks) A competent answer: Satisfactory knowledge & understanding. Analysis/critical evaluation and/or discussion/explanation/development attempted with some success. Some success in practical application of knowledge. Technical and specialist vocabulary used with some accuracy. Written communication generally fluent with few errors.</p>	<p>At Level 2 responses are likely to include: Satisfactory knowledge and understanding of the positive and negative effects of physical activity and sport on the muscular system. At the top of this level both positive and negative effects will be covered in more depth. There should be good coverage of both positive and negative effects with a greater understanding of the negative effects than the bottom of the level. At the bottom of this level there may be satisfactory knowledge of positive and negative effects of physical activity and sport on the muscular system. It is likely that positive effects will be covered in more depth than the negative effects.</p>
<p>Level 1 (1–4 marks) A limited answer: Basic knowledge & understanding. Little or no attempt to analyse/critically evaluate and/or discuss/explain/develop. Little or no attempt at practical application of knowledge. Technical and specialist vocabulary used with limited success. Written communication lacks fluency and there will be errors, some of which may be intrusive.</p>	<p>At Level 1 responses are likely to include: Basic knowledge and understanding of the positive and negative effects of physical activity and sport on the muscular system. At the top of this level there may be some basic knowledge of the positive and may be at least one negative effect of physical activity and sport on the muscular system having been described. Answers may name/identify some effects rather than giving a description. To score 1 mark one effect of physical activity and sport on the muscular system has been identified.</p>
<p>[0 marks] No response worthy of credit.</p>	

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