

GCE

Physical Education

H155/01: Physiological factors affecting performance

AS Level

Mark Scheme for June 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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**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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% (traditional 40% Batch 1 and 100% Batch 2) 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 the RM Assessor messaging system, or by email.
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. Always check the pages (and additional objects 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 a tick to confirm that the work has been seen.

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 any way 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 is not 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.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

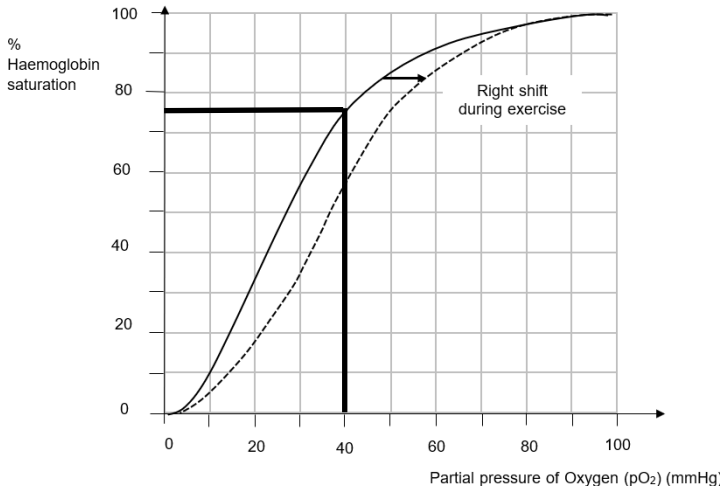
Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above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

Annotation	Meaning
	Tick
	Cross
	Benefit of doubt
	Too vague
	Repeat
	Indicates sub-max reached where relevant
	Noted but no credit given
	Significant amount of material which doesn't answer the question
	Knowledge and understanding / indicates AO1 on Q8
	Example/Reference / indicates AO2 on Q8
	Development / indicates AO3 on Q8
	Level 1 response on Q8
	Level 2 response on Q8
	Level 3 response on Q8
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- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- **KU/EG/DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On this extended response question, one KU/EG/DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance										
1	(a)	(i)	Four marks for: <table><tr><th>Joint</th><th>Movement</th><th>Plane of movement</th><th>Agonist muscle</th><th>Type of contraction</th></tr><tr><td>Elbow</td><td>1.Extension</td><td>2.Sagittal</td><td>3.Triceps brachii</td><td>4.Concentric</td></tr></table>	Joint	Movement	Plane of movement	Agonist muscle	Type of contraction	Elbow	1.Extension	2.Sagittal	3.Triceps brachii	4.Concentric	4 (AO3)	Do not accept: 3. Triceps alone 4. Isotonic alone
Joint	Movement	Plane of movement	Agonist muscle	Type of contraction											
Elbow	1.Extension	2.Sagittal	3.Triceps brachii	4.Concentric											
1	(a)	(ii)	2 marks for: 1. (structure) A motor neuron / nerve and the muscle fibres (it stimulates / innervates) 2. (role) To carry nerve impulses from the brain / spinal cord / cell body/ dendrite to the muscle fibres or initiate muscle contraction OR transmits impulse down the axon to the motor end plate / synaptic cleft or initiate muscle contraction	2 (AO1)	Guidance: Must have both parts of each point for the mark to be awarded. Do not accept: 1. Motor neurone and muscle fibre (singular) = TV 1. TV muscle on own 2. To initiate muscle contraction = TV 2. Mention of all or none law on own = TV										
1	(b)		Four marks for: 1. (Pocket) <u>valves</u> in veins prevent backflow of blood 2. (skeletal) <u>muscle pump</u> – contraction of muscles causes squeezing on veins. 3. <u>Smooth muscle</u> in walls of veins contracts / venomotor tone 4. <u>Respiratory pump</u> causes pressure differences within thoracic cavity	4 (AO2)	Do not accept: Gravity Guidance: Must describe each mechanism										

Question	Answer	Mark	Guidance
1 (c)	Five marks from: 1. <u>External</u> intercostals contract 2. (causes) upward and outward movement of the rib cage/ sternum 3. Diaphragm contracts / flattens 4. (causes) increased volume of the thoracic / chest cavity / space in the lungs 5. (causes) a reduction in pressure in the lungs (compared to outside lungs) 6. Gases / air moves from an area of high to low pressure 7. (so) <u>air</u> enters the lungs	5 (AO1)	Do not accept: Intercostals contract. Must be specified as external intercostals.
1 (d) (i)	One mark for: 1. (Straight) line drawn vertically from 40mmHg on X axis to meet solid curve, and across to Y axis. (see on graph below) 	1 (AO2)	Do not accept: Lines drawn to right curve (exercise). Guidance Line should join Y axis at approx 75%.

Question			Answer	Mark	Guidance
	(d)	(ii)	2 marks for: 1. (Calculation) % dissociation = $100 - \% \text{ haemoglobin saturation}$ OR $100 - 75$ 2. (Answer with units =) <u>25%</u>	2 (AO2)	Guidance: Mark given in point 1 for correct calculation even if the numbers are incorrect. Point 2 only given for correct percentage.
	(d)	(iii)	2 marks from: 1. (At any given pO_2) % saturation of (oxy)haemoglobin / Hb / HbO_2 is lower on right curve than left. 2. (effect) Increases 3. Reduction in affinity of oxygen to haemoglobin 4. More oxygen available (for diffusion) to working muscles	2 (AO2)	Accept: O_2 for oxygen throughout.

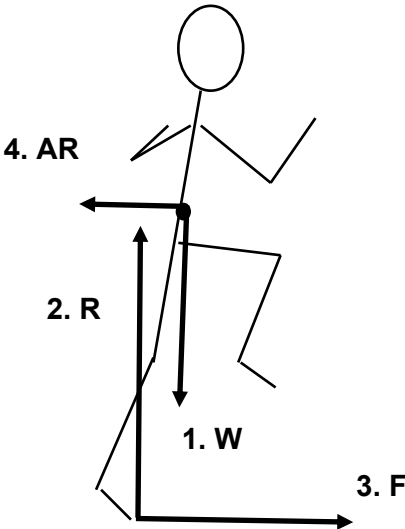
Question			Answer	Mark	Guidance
2	(a)	(i)	One mark for: 1. The <u>maximum</u> volume of oxygen inspired, transported and utilised per minute (during exhaustive exercise) OR the maximum rate of oxygen consumption / uptake	1 (AO1)	Accept: Taken in for inspired / used for utilised / carried for transported or similar terms.
	(a)	(ii)	Three marks from: 1. (training) The more (aerobic) training completed the higher the VO ₂ max OR increased lung volume / red blood cells / mitochondria / other aerobic training effect due to training 2. (age) VO ₂ max increases with age until early 20-25 / VO ₂ max peaks between 20-25 OR VO ₂ max decreases with age from early 20-25 3. (gender) Males tend to have a higher VO ₂ max than females (or vice versa) 4. (Illness / disease) Cardiovascular / respiratory disease causes a reduction in VO ₂ max OR e.g. CHD / COPD / asthma reduces VO ₂ max 5. (drugs / ergogenic aids) e.g. tobacco use reduces VO ₂ max OR EPO / nitrates increase VO ₂ max 6. (environment / altitude) Exercising in heat / at altitude reduces VO ₂ max	3 (AO1)	Guidance: Points 4-6 not listed in specification but are creditable as they are correct Do not accept: 1. Examples of training effects alone. e.g More mitochondria = higher VO ₂ max alone is TV as this is not distinguished from physiological make-up (excluded in question)
2	(b)	(i)	Four marks from: 1. Involves stretching and contracting the muscle being targeted 2. Static (passive) stretch position held at end of range of motion	4 (AO1)	

Question			Answer	Mark	Guidance
			3. Stretch held 10+ seconds 4. Isometric contraction (of the stretched muscle) against a resistance 5. Held for 6-10 seconds 6. To disengage stretch reflex / inhibit golgi tendon organs 7. Agonist (for isometric contraction) is relaxed OR muscle being stretched / targeted is relaxed 8. Second stretch point of resistance (should be) further than the first stretch 9. Muscle spindles are desensitised over time		
2	(b)	(ii)	Two marks from: 1. Both types of stretching take a joint through its full range of motion. 2. Dynamic stretching more controlled than ballistic stretching OR ballistic stretching uses momentum / forces joint to extreme point of resistance whereas dynamic does not go to extreme point of resistance 3. Dynamic stretching more co-ordinated than ballistic stretching 4. (Relevant examples of both types of stretching) e.g.(dynamic) controlled arm / leg swings / lunges / open the gate / 'shoo the chickens' and e.g. (ballistic) fast arm rotations / bouncing forward bends 5. Dynamic stretching safer than ballistic stretching OR less risk of (muscle/connective tissue) injury with dynamic stretching 6. Dynamic stretching better at developing dynamic flexibility than ballistic stretching 7. Dynamic stretching suitable for all performers whereas ballistic stretching only suitable for performers who are	2 (AO3)	Do not accept: Unless 'second part' of comparison given or comparative language used e.g. better, more etc Accept: 2,3,5,6 Reverse argument e.g. ballistic less controlled

Question			Answer	Mark	Guidance
			already flexible / whose activities require fast range of motion.		
2	(c)		Six marks for: (static strength) (example) e.g. holding a fixed position on gymnastics rings / beam / bars OR holding a still position in a rugby scrum OR still body position in flight phase of a ski jump (justification: static) Importance of held / still positions / isometric contractions for successful performance / improved aerodynamics / higher score (justification: force) reference to the success of the performance applied to the correct application of force (dynamic strength) (example) e.g. pushing off the vault in gymnastics OR lifting a lineout player in rugby OR take-off phase for ski jumping OR strong (concentric) contractions used (justification: dynamic) Performer needs high speed / powerful contractions for maximum acceleration or for effective performance (justification: force) reference to the success of the performance applied to the correct application of force	6 (2 x AO2, 4 x AO3)	Accept: - Specific example from any activity/event which involves significant use of isometric contractions/maintaining a still position 2,3 merged answers e.g. a gymnast needs the strength to hold their body weight still to perform a crucifix = 3 marks 4. Specific example of any power-based activity 5,6, merged answers 2,3,5,6 if explained using relevant example e.g. (6) rugby tackle effective if it is powerful. Do not accept: References to static and dynamic stretching - e.g kicking a ball/running (TV) without reference to power etc
2	(d)	(i)	Two marks from: Reduction / cutting off of blood supply to (part of) the brain	2 (AO1)	

Question			Answer	Mark	Guidance
			2. (caused by) blockage / clot in blood vessel in brain / brain artery / cerebral artery OR ischaemic stroke 3. (caused by) burst blood vessel in brain OR haemorrhagic stroke		
2	(d)	(ii)	Two marks from: 1. Decreases blood viscosity / reduces risk of clots forming 2. Reduces blood cholesterol / LDLs / fatty deposits / lipids OR increases HDLs 3. Lowers blood pressure 4. Aids vasoconstriction and vasodilation / increases elasticity in the arteries 5. Reduces risk of arteriosclerosis/atherosclerosis	2 (AO2)	Accept:

	Question		Answer	Mark	Guidance
3	(a)	(i)	One mark for: 1. (Force definition) A push or pull that tends to change the state of motion / Force = mass x acceleration ($F = M \times A$)	1 (AO1)	
3	(a)	(ii)	Two marks for: 1. (Balanced forces) no change in motion / remain stationary/ at rest / constant velocity / no acceleration / net force = 0 zero 2. (Unbalanced forces) (might) cause a change in state of motion / acceleration / deceleration / change in shape	2 (AO1)	
3	(a)	(iii)	Two marks from: 1. (Force plate) (ground) reaction force 2. (Wind tunnel) air resistance	2 (AO1)	Do not accept: Aerodynamics (must refer to force) Wind resistance for air
3	(b)	(i)	Four marks for: (see pic) 1. Weight / W arrow vertically downwards from C of Mass 2. (Ground/normal) Reaction / R arrow vertically upwards from foot contact with ground AND longer than W 3. Friction / F arrow horizontally forwards / to right from foot contact with ground, 4. Air resistance / AR arrow horizontally backwards / to left from centre of mass AND shorter than F	4 (AO2)	Do not accept: Any unlabelled arrows Lines without arrow heads (TV) The second vertical or the second horizontal force if their comparative lengths incorrect 1. If labelled mass or gravity Accept: 2. If no weight arrow (BOD) 4. If no F arrow (BOD) 4. If labelled fluid friction/FF (BOD)

	Question		Answer	Mark	Guidance
					
3	(b)	(ii)	One mark: 1. <u>780 Newtons / N</u>	1 (AO2)	Do not accept: Answer without units
3	(c)		Four marks from: 1. Low stance / adopt crouched position / bend knees / kneel to lower centre of mass 2. Wide stance / feet apart / (flanker) puts (outside) hand down to increase size of base of support 3. Position body to keep centre of mass / line of gravity over the centre of the base of support 4. Player more stable if centre of mass / line of gravity has to move further before it is outside the base of support 5. Binding in the scrum increases points of contact with the floor increasing stability	4 (AO2)	N.B. Front row are not allowed to kneel to prepare for scrum but other forwards may do so.

	Question	Answer	Mark	Guidance
		6. Weight training / diet to increase mass / body type of front row has high mass and low centre of gravity / suited to stability		
3	(d)	Six marks from: (2nd class lever) 1. The load (force) is between the effort and the fulcrum/ load force is in the middle / ELF / FLE 2. Fulcrum / pivot is the ball of the foot 3. Load (force) is where the performers body weight acts downwards through the middle of the foot 4. Effort (force) is the contraction of the gastrocnemius / soleus muscle OR force applied through the Achilles tendon (Mechanical advantage because:) 5. The effort arm is longer than the load arm / $EA > LA$ 6. Load arm is the (perpendicular) distance between the load and the fulcrum / middle of foot and ball of foot OR effort arm is the (perpendicular) distance between the effort and the fulcrum / Achilles tendon and ball of the foot 7. Less effort required to move an equivalent load or same effort required to move a larger load. 8. The performer can (easily) lift their body weight in the calf raise 9. The greater the difference between the EA and LA, the greater the mechanical advantage / efficiency of the lever.	6 (AO3)	Do not accept: Calf (in question) Ankle as the fulcrum Accept: $EA/LA > 1$ Toes as fulcrum N.B. Point 6 may be applied to any lever system but helps to explain point 5. Accept pts 7 and 8 if combined eg 'Less effort required to move a large load like that of the body ' = 2 marks

4* 10 Marks. Max. 3 marks to be awarded for AO1. Max. of 3 marks to be awarded for AO2. Maximum of 4 marks to be awarded for AO3.

Level 3 (8–10 marks) • detailed knowledge & understanding (AO1) • clear and consistent practical application of knowledge & understanding (AO2) • effective analysis/evaluation and/or discussion/explanation/development (AO3) • accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	At Level 3 responses <u>are likely</u> to include: • detailed and accurate explanation of neural control of HR, which may be developed (some AO3) at the top of the level • detailed evaluation of both the composition and timing of meals • practical application to the marathon throughout the answer . • pre and during event may be an indicator of the top of the level • correct technical language is used throughout • AO1, AO2 and AO3 all covered well in this level.
Level 2 (5–7 marks) • satisfactory knowledge & understanding (AO1) • some success in practical application of knowledge (AO2) • analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3) • technical and specialist vocabulary used with some accuracy • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	At Level 2 responses <u>are likely</u> to include: • neural control of HR explained with some success but may lack detail • an attempt has been made to evaluate composition or timings of meals • some successful application to the marathon which may be in both parts of the answer at the top of the level • some evaluation is required for top of the level (which may be positive only) • there may be some inaccuracies in the use of technical vocabulary • maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.
Level 1 (1–4 marks) • basic knowledge & understanding (AO1) • little or no attempt at practical application of knowledge (AO2) • little or no attempt to analyse/evaluate and/or discuss/explain/develop (AO3) • technical and specialist vocabulary used with limited success • the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	At Level 1 responses <u>are likely</u> to include: • basic description of neural control of HR which is likely to contain reference to receptors at the top of the level • basic knowledge of meals prior or during competition which may be descriptive only • Limited application to the marathon • an attempt at evaluation may indicate the top of the level • maximum of 3 marks to be awarded for AO1 with no application.
(0 marks) No response or no response worthy of credit.	

AO1	AO2	AO3
Explain how neural factors regulate a runner's heart rate during a marathon.		
1. Heart rate regulated/controlled by the autonomic nervous system/ANS	• increases HR at start of marathon • increases/decreases HR as running intensity increases/decreases during the marathon • maintains HR higher than resting during recovery	• unconscious/involuntary control
2. Cardiac control centre/CCC receives information from the receptors	• chemoreceptors • proprioceptors • baroreceptors	• CCC in medulla oblongata • receives information via sensory nerves • sends information via motor nerves
3. Receptors detect that exercise has started	• e.g. (chemoreceptors detect) increased (pp)CO₂/acidity/lactic acid or decreased (pp)O₂/pH • e.g. (proprioceptors/mechanoreceptors detect) increased motor activity/movement • e.g. (of proprioceptors) muscle spindle or golgi tendon organ • e.g. (baroreceptors detect) increased blood pressure	• chemoreceptors located in muscles/aorta/carotid arteries • increased CO₂/acidity due to increased aerobic/anaerobic energy processes during exercise • proprioceptors located in muscles/joints/tendons • proprioceptors detect change in muscle length or tension or change in position • baroreceptors located in blood vessel walls
4. Sympathetic system	• cardiac/accelerator nerve used to increase heart rate	• sympathetic system = fight or flight • releases adrenaline/noradrenaline • HR increases with exercise intensity until steady state reached
5. SA node	• SA node stimulated • increases firing rate/HR increases	• increased HR necessary to increase delivery of oxygenated blood to working muscles
6. HR may decrease during the marathon	If/when pace/intensity is reduced	• parasympathetic system reduces HR • vagus nerve
Evaluate the composition and timing of meals and hydration		

AO1	AO2	AO3
7. High carbohydrate meal pre-event/marathon	e.g.. Rice/pasta/potatoes/beans or any other relevant example	+ve: - maximises glycogen stores before marathon - prevents glycogen depletion during marathon - WADA status = legal (credit once only) 1-4 g / kg of complex carbs -ve: - large volumes of food/high fibre foods before competition may cause gastro-intestinal problems
8. Eat 2– 4 hours / 120 – 240 minutes before the marathon	- slow-digesting / releasing /complex/low glycaemic index/low GI carbohydrates - e.g. whole/multi-grain bread/ bran/pasta/lentils or any other relevant example https://www.printablee.com/post_printable-low-glycemic-food-chart_371797/	
9. Eat 1 - 2 hours / 60 – 120 minutes before the marathon	- fast-digesting/ releasing /simple/high GI carbohydrates - e.g. white bread/cornflakes/ rice-cakes/energy bar or any other relevant example	+ve: - tops up liver glycogen stores - maintains blood glucose levels -ve: - glucose supplements before competition or eating within 1 hour of competition can cause rebound hypoglycaemia (RH) (RH) = low blood glucose (RH) causes dizziness/shakes/increased HR (RH) causes early fatigue
10. Fast digesting carbohydrates during the marathon	- Regular small amounts/30-60g during the marathon - E.g. glucose tablets/gels or isotonic/sports drinks	+ve: - replenishes glycogen stores - delays fatigue/hitting the wall -ve: - digestive discomfort
11. Hydration included in meals and performance	Prior to performance maintain levels of hydration with drinks of water	Water regulation during race to ensure effective performance

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