



Oxford Cambridge and RSA

Cambridge Technicals Business

Unit 9: Human Resources

Level 3 Cambridge Technical in Business
05878

Mark Scheme for January 2024

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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

PREPARATION FOR MARKING

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 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 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 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 zero 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 at the end of the response (and any additional lined pages if present) in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. Assistant Examiners may email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. 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.

8. Annotations

Annotation	Meaning
Tick	Valid point, mark awarded
Cross	Incorrect
Question mark	Response unclear
BOD	Benefit of doubt (mark awarded)
TV	Too vague (mark not awarded)
REP	Repetition (no additional marks awarded)
NAQ	Not answered question (incorrect focus)
L1	Level 1 response (identification)
L2	Level 2 response (explanation)
L3	Level 3 response (analysis)
L4	Level 4 response (evaluation)
CONT	Context (required for high L4 award only)
OFR	Own figure rule

9. Subject-specific marking instructions

L3 analysis is required before L4 can be accessed.

Question			Answer	Marks	Guidance
1	(a)		$\frac{\text{Number of firefighters leaving during the year}}{\text{Number of firefighters employed during the year}} \times 100$ <p>24 + 16 = 40 firefighters in total 2 + 4 = 6 firefighters leaving</p> $\frac{(2+4)}{(24+16)} \text{ or } \frac{6}{40} \times 100$ <p>Answer = 15%</p>	3	<p>Up to three marks.</p> <p>Award full marks for 15% or 0.15.</p> <p><u>Else:</u></p> <p>Award maximum 2 marks for '15', if seen. Or Award maximum 1 mark for the <u>correct</u> formula in words or figures.</p>
1	(b)		$\frac{\text{Total number of days absent}}{\text{Total number of days worked}} \times 100$ $\frac{390}{4272} \times 100$ <p>Answer = 9.1%</p>	3	<p>Up to three marks.</p> <p>Award full marks for 9%, 9.1%, 0.091 or 0.09.</p> <p><u>Else:</u></p> <p>Award maximum 2 marks for 9 or '9.1' (without %). Or Award maximum 1 mark for the correct formula in words or figures.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> • <u>health and safety</u> training • recruiting employees for <u>health and safety</u> roles with appropriate experience/knowledge • ensuring that <u>health and safety</u> procedures/policies are in place • keeping up to date with <u>health and safety</u> legislation • promoting a culture of <u>health and safety</u> <p>Exemplar response:</p> <p>Health and safety training (1).</p> <p>Training on how to use the breathing apparatus (CONT) correctly (2).</p>	2 x 1 mark	<p>Award:</p> <p>Two marks for contextual answer. Annotate CONT.</p> <p>OR</p> <p>One mark for non-contextual answer</p> <p>For context look for public sector, on-call, engine, local authority, 38 (fire stations), 24 (full-time), 16 (on-call), station, examples of firefighting equipment, shifts, firefighter, 8 week (training course), etc.</p> <p>To award it must be clear that responsibilities identified are related to health and safety (see exemplar).</p> <p>Watch out for responsibilities that relate to health and safety but that are not the responsibility of the HR function. Do not award.</p>

Question		Answer	Marks	Guidance
2	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> ensuring equality in the workplace/no discrimination ensuring that appropriate/agreed <u>working hours/shifts</u> are not exceeded ensuring that employees have appropriate annual leave/holiday entitlement ensuring that data is secure/remains confidential/is only used for the correct purpose/is not shared inappropriately ensuring that maternity/paternity rights are met (pay/leave) paying employees (at least) the National Minimum wage/living wage providing workers with written confirmation of e.g. working hours, paid leave entitlement, probationary period, etc, contract of employment consulting/negotiating with trade unions <p>Exemplar response:</p> <p>They shouldn't discriminate against any applicant for a job (1).</p> <p>They shouldn't discriminate against anyone applying for a firefighter (CONT) role (2).</p>	2 x 2 marks	<p>In each instance award:</p> <p>Two marks for a contextual answer. Annotate CONT.</p> <p>OR</p> <p>One mark for a non-contextual answer</p> <p>Do not award any responsibility relating to health and safety.</p> <p>For context look for public sector, on-call, engine, local authority, 38 (fire stations), 24 (full-time), 16 (on-call), station, examples of firefighting equipment, shifts, firefighter, etc.</p> <p>NB. Legal responsibility must relate to current UK legislation. However, candidates do not have to state the 'name' of the legislation to award.</p> <p>Do not award 'Paying <u>above</u> the national minimum wage'.</p>

Question	Answer	Marks	Guidance
3 (a)	<p>Indicative content:</p> <ul style="list-style-type: none"> CFB can see how the employee is performing/how much (more) training they may require employees get to know each other (better)/integrate more/ builds relationships facilitates/encourages teamwork firefighters are still working whilst training firefighters can learn practical/hands-on skills/learn first-hand employees can become familiar with the technology/equipment used in the fire station/familiar with the working environment saves money training is focused on CFB's requirements <p>Exemplar response:</p> <p>It will save money (1) because external college courses can be expensive (1).</p> <p>It will save the local authority (CONT) money (1) because external college courses are expensive (2).</p>	2 x 3 marks	<p>In each instance award:</p> <p>One mark for a benefit <u>to CFB</u> of providing on-the-job training</p> <p>PLUS</p> <p>Two marks for a contextual explanation. Annotate</p> <p>CONT</p> <p>OR</p> <p>One mark for a non-contextual explanation</p> <p>Explanation can be:</p> <ul style="list-style-type: none"> an example the 'because' an employee feeling why it's a benefit an impact on CFB <p>Only award <u>cheaper/lower cost</u> if it is clear this is compared to off-the-job training/a reason why is given.</p> <p>For context look for public sector, on-call, engine, local authority, 38 (fire stations), 24 (full-time), 16 (on-call), station, equipment, shifts, firefighter, government, etc.</p> <p>Do not award fire or brigade as context.</p> <p>Do not award cost effective, cost efficient, provides more knowledge, more efficient as the 1st mark, unless there is further explanation. Annotate TV if no further explanation.</p> <p>Do not award more in-depth or more effective.</p>

Question		Answer	Marks	Guidance
3	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • coaching • job rotation • mentoring • observation • shadowing <p>Exemplar response: They could use job rotation (1) so if there are different roles within the fire station, the firefighters could move from one to the other (1).</p>	3 x 2 marks	<p>In each instance award:</p> <p>One mark for identification of a method</p> <p>PLUS</p> <p>One mark for <u>description</u> of the method</p> <p>Description must clarify <u>how</u> the method is carried out not why it is done.</p> <p>Do not award description that repeats words in the name of the method e.g. job rotation is where employees rotate between jobs, observation is where employees observe, etc.</p> <p>Identification of the method must be accurate on the appropriate answer line i.e. not in the description.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Use levels of response criteria.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • better pay/increased pay/pay rise/extra pay • bonuses • fringe benefits (1) e.g. gift cards/vouchers/free lunch/company car/work phone/health insurance • performance-related pay • profit-sharing • maternity/paternity schemes/benefits/leave/time off • workplace creche • workplace pension scheme <p>Exemplar response:</p> <p>CFB could offer a workplace creche (L1). This would provide firefighters with a place to leave their children when they come to work (L2). Employees are likely to be more engaged at work as the creche is likely to be cheaper than other forms of childcare (L3).</p> <p>CFB could provide free lunches (L1). This would however increase their costs (L3).</p> <p>Profit-sharing is a monetary reward (L1) which is where all employees receive a percentage of any profit earned (L2). However CFB is in the public sector.</p> <p>I think that providing a workplace creche is the most appropriate because the firefighters work shifts and it might be difficult to drop off and collect their children from other nurseries, so this will increase employee engagement. Profit-sharing is not suitable because CFB is in the public sector (CONT) so don't aim to make a profit (L4).</p>	16	<p>Levels of response Level 4 (13–16 marks) Candidate evaluates monetary rewards appropriate for CFB to use to motivate full-time firefighters.</p> <p>Level 3 (9–12 marks) Candidate analyses the business-facing impact on CFB of using identified monetary rewards to motivate full-time firefighters.</p> <p>Level 2 (5–8 marks) Candidate explains monetary rewards that CFB could use to motivate full-time firefighters.</p> <p>Level 1 (1–4 marks) Candidate identifies monetary rewards that CFB could use to motivate full-time firefighters.</p> <p>L1 – identifies monetary reward(s). These do not have to be relevant to the fire service.</p> <p>L2 – description of L1 monetary reward, an example, a non-business facing impact e.g. an employee feeling, or an accurate link to motivational theory. L2 is not required to access L3.</p> <p>L3 – impact on CFB of <u>using an identified monetary reward</u>. Do not award increased motivation as an impact. Do not award an impact of improving motivation. Link required between L1 and L3.</p> <p>L4 – an overall judgement of the most appropriate monetary reward that could be used to improve the motivation of the full-time firefighters. Do not award</p>

Question			Answer	Marks	Guidance
					<p>profit-sharing as the 'pick'. Do not award increased motivation as the reasoning – need more.</p> <p>Award 13 marks for a reasoned non-contextual judgement.</p> <p>Award 14 marks for a reasoned non-contextual judgement that also gives the rationale for rejecting an alternative reward.</p> <p>Award 15 marks for reasoned contextual judgment.</p> <p>Award 16 marks for reasoned contextual judgement that also gives the rationale for rejecting an alternative reward.</p> <p>For context look for public sector, on-call, call-out, engine, local authority, 38 (fire stations), 24 (full-time), 16 (on-call), station, examples of firefighting equipment, shifts, etc.</p> <p>Do not award fire, brigade, full-time or firefighter as context.</p> <p>L1. Do not award extra paid holiday, overtime, paid time off. 'Benefits', annotate TV.</p> <p>L2/L3/L4. Do not award work harder.</p> <p>L3. Award 'improve efficiency'. More effective TV.</p>

Question		Answer	Marks	Guidance
4	(b)	<p>Responses include:</p> <ul style="list-style-type: none"> adversely impact the safety of others choosing to leave/increased labour turnover cause arguments/conflict/hostile environment lower/lack of efficiency lower/lack of employee loyalty lower/lack of motivation/not work as hard/lower/lack of morale lower quality of work not turning up for work/increased absenteeism lower/lack of productivity reduced /lack of communication reduced/lack of teamwork <p>Exemplar response:</p> <p>Disengaged firefighters (CONT) will not be motivated to work (1+1) which will lower productivity (1).</p>	2 x 3 marks	<p>In each instance award:</p> <p>One mark for a way disengaged employees may hinder effective employee relations</p> <p>PLUS</p> <p>One mark for analysis i.e. a business-facing impact</p> <p>One mark for context. Annotate CONT.</p> <p>For context look for public sector, on-call, call-out, engine, local authority, 38 (fire stations), 24 (full-time), 16 (on-call), station, examples of firefighting equipment, shifts, firefighter etc.</p> <p>Do not award fire or brigade as context.</p> <p>Making other employees disengaged TV</p> <p>Do not award lower/lack of employee engagement.</p> <p>Do not award employee relations worsen (analysis).</p>

Question		Answer	Marks	Guidance
5	(a)	<p>Responses include:</p> <ul style="list-style-type: none"> • add a title e.g. application form • add information about where/how to submit the application • add job title/full-time/position applied for • add specific question(s) relating to the fire service • change the question about sport to an open question • include a logo • include a question/space about any health and safety experience/training • include a question/space about driving experience/licence • include a question/space about when the applicant is available to start • include a question/space for hobbies/interests • include a question/space for qualifications • include a question/space for skills/qualities • include a space for referees • include a space for the applicant's address • include a space for the job title/role being applied for • include Camberside Fire Brigade/CFB/business address • include Camberside Fire Brigade/CFB/business name • make the answer spaces/boxes larger • remove the box for date of birth 	4 x 1 mark	<p>One mark for each correct identification up to a maximum of four.</p> <p>To award a mark the candidate must include insert/include/add/remove/change or similar.</p> <p>Award making (any) answer boxes larger once. Annotate REP if seen more than once.</p> <p>Do not award any additions relating to working hours, shifts, trade unions or any changes to the question order.</p>

Question		Answer	Marks	Guidance
5	(b)	<p>Use levels of response criteria.</p> <p>Responses include:</p> <p>Applicant 1: Strengths:</p> <ul style="list-style-type: none"> • appropriate fitness level/keep fit • communication skills • experience working one-to-one and in groups/with new people • has been loyal to current employer • has experience of working full-time • has previous work experience • may know about health and safety • punctual • reliable • self-motivated <p>Applicant 2: Strengths:</p> <ul style="list-style-type: none"> • experience of working in a team • hard worker • likes a challenge • practical • thrives on working under pressure • willing to complete training/learn new skills <p>Exemplar response: Applicant 1 is reliable (L1). This is a strength because firefighters must be available when a call comes in (L2). If not, the rest of the team could be in danger (L3).</p> <p>Applicant 2 thrives on working under pressure (L1). This is a strength because a firefighter role means working in</p>	16	<p>Levels of response</p> <p>Level 4 (13-16 marks) Candidate makes an overall justified recommendation as to which applicant should be shortlisted.</p> <p>Level 3 (9-12 marks) Candidate analyses the business-facing impact of the strength(s) identified.</p> <p>Level 2 (5-8 marks) Candidate explains strength(s).</p> <p>Level 1 (1-4 marks) Candidate identifies strength(s).</p> <p>L1 – identification of a strength</p> <p>L2 – development of L1 strength identified i.e. how it was gained or why it is a strength/useful. L2 required to award L3.</p> <p>L3 – impact on CFB or the other firefighters of the L1 strength.</p> <p>L4 – an overall judgement of which applicant should be chosen, supported by previous analysis. Award 13 marks for a non-contextual reasoned judgement of why the applicant has been chosen. Award 14 marks for a non-contextual reasoned judgement of why the applicant has been chosen</p>

Question	Answer	Marks	Guidance
	<p>pressurised and stressful situations (L2). This applicant will therefore be motivated to work hard in these situations (L3).</p> <p>Applicant 2 also states that they are willing to undergo training (L1). This is a major part of the role as they have 8 weeks at college (L2). Being keen to undertake training should mean that the applicant will be a skilled member of the team (L3).</p> <p>I think Applicant 2 should be chosen because they will be motivated by the pressurised work on call-outs (CONT) whereas working in a gym probably means that Applicant 1 doesn't have this experience of working under pressure.</p>		<p><u>plus</u> reasoning of why the alternative applicant has not been chosen.</p> <p>Award 15 marks for a contextual reasoned judgement of why the applicant has been chosen.</p> <p>Award 16 marks for a contextual reasoned judgement of why the applicant has been chosen <u>plus</u> reasoning of why the alternative applicant has not been chosen.</p> <p>Candidates may choose either Applicant 1 or Applicant 2 but this must be a supported judgement to achieve L4.</p> <p>For context look for public sector, station, on-call, call-out, engine, local authority, 38, 24, 16, examples of firefighting equipment, shifts, firefighter, 18-24 months etc.</p> <p>Do not award fire or brigade as context.</p>

Question			Answer	Marks	Guidance
6			<p>Indicative content:</p> <ul style="list-style-type: none"> • 360° appraisal • downward appraisal/top-down appraisal • grading based on attendance/absenteeism • (individual performance) management by objectives • on-going monitoring of business performance • peer appraisal • results-based appraisal • self-appraisal • upward appraisal <p>Exemplar response: Self-appraisal could be used (1). This is where the fire-fighter will review their own performance in the workplace (1).</p>	3 x 2 marks	<p>In each instance award:</p> <p>One mark for an <u>appropriate</u> technique</p> <p>PLUS</p> <p>One mark for <u>description</u> of the technique</p> <p>Description must clarify <u>how</u> the technique is carried out not why it is done.</p> <p>Performance appraisal – annotate TV.</p> <p>Do not award description that uses words within the name of the technique e.g. self-appraisal involves appraising yourself.</p>

Question			Answer	Marks	Guidance
7	(a)		<p>Responses include:</p> <ul style="list-style-type: none"> • <u>avoid increased</u> absenteeism • <u>avoid increased</u> costs • <u>maintain/improve</u> communication • <u>maintain/improve</u> employee engagement • <u>maintain/improve</u> employee morale • <u>maintain/improve</u> employee motivation • <u>maintain/improve</u> employee relations • <u>maintain/improve</u> productivity/more productive • <u>maintain/improve</u> quality of service/customer service • <u>maintain/improve</u> teamworking/work well as a team • <u>maintain/improve</u> their reputation • methods of resolution will not be required (1) e.g. mediation • retain staff/lower labour turnover • saves time <p>Exemplar response: Avoiding conflict will avoid increased costs (1) because if firefighters (CONT) leave due to conflict, recruitment costs will be higher (2).</p> <p>Avoiding conflict will help to retain staff (1) because employees will be happier coming into work (1).</p> <p>It should improve the quality of service provided to the public (1) which will improve CFB's reputation (1).</p>	2 x 3 marks	<p>In each instance award:</p> <p>One mark for a benefit</p> <p>PLUS</p> <p>Two marks for a contextual explanation. Annotate CONT</p> <p>OR</p> <p>One mark for a non-contextual explanation</p> <p>Explanation is the 'because' or a consequence of the benefit.</p> <p>Do not award any impact on revenue, profit, sales etc.</p> <p>For context look for public sector, on-call, engine, local authority, 38 (fire stations), 24 (full-time), 16 (on-call), equipment, shifts, firefighter, station, etc.</p> <p>Do not award fire or brigade as context.</p>

Question	Answer	Marks	Guidance
7 (b)	<p>Use levels of response.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • <u>effective/improved/better</u> communication • have clear policies and procedures to follow (1) e.g. grievance procedure • provide conflict management training for managers • use methods of resolution (1) <ul style="list-style-type: none"> ○ mediation ○ negotiation ○ disciplinary action ○ conciliation & arbitration ○ employment tribunal ○ liaise with the trade union/trade union involvement ○ liaise with ACAS <p>Exemplar response:</p> <p>They could try to improve communication (L1) by arranging social events for all fire-fighters (L2) so that the three aren't being singled out. This could be arranged by one of the managers but it does mean that they would be less productive as they wouldn't be carrying out their usual role (L3).</p> <p>CFB could use their disciplinary procedure (L1) which will clearly set out how CFB deals with workplace issues (L2). However, this may adversely impact the motivation of these firefighters (L3).</p> <p>I think that trying to improve communication between all of the firefighters is the most appropriate because this could be done without adversely affecting the motivation of any of the firefighters (L4). If disciplinary action is used then motivation may be decreased which might put lives at risk when they get a call-out (CONT) .</p>	8	<p>Levels of response</p> <p>Level 4 (7–8 marks) Candidate evaluates ways that CFB could resolve conflict between the three full-time and the on-call firefighters.</p> <p>Level 3 (5–6 marks) Candidate analyses ways that CFB could resolve conflict between the three full-time and the on-call firefighters.</p> <p>Level 2 (3–4 marks) Candidate explains ways that CFB could resolve conflict between the three full-time and the on-call firefighters.</p> <p>Level 1 (1–2 marks) Candidate identifies ways that CFB could resolve conflict between the three full-time and the on-call firefighters.</p> <p>L1 – identifies way(s).</p> <p>L2 – development of the L1 way(s) e.g. description, explanation, an example or a non-business facing impact. L2 required to award L3.</p> <p>L3 – Award a business facing impact on CFB of <u>using an identified way</u>. Do not award an impact of resolving conflict or a statement that the method will help to resolve/prevent conflict.</p>

Question			Answer	Marks	Guidance
					<p>L4 – an overall judgement of the most appropriate way that CFB could resolve conflict between the three full-time and on-call firefighters. Must be appropriate to CRB and for resolving conflict between <u>employees</u>.</p> <p>Award 7 marks for a reasoned non-contextual judgement.</p> <p>Award 8 marks for a reasoned contextual judgement.</p> <p>For context look for public sector, call-out, engine, local authority, 38, 24, 16, station, examples of firefighting equipment, shifts, etc.</p> <p>Do not award firefighter, fire, brigade, full-time or on-call as context.</p>

Question			Answer	Marks	Guidance
8			<p>Responses include:</p> <ul style="list-style-type: none"> • changes to duties/job role • changes to pay/benefits • changes to work location/closure of a fire station • changes to the working environment • changes to working hours/shift pattern/annual leave • changes to/new working practices/procedures • introduction of new technology/equipment • redundancies • restructuring/changes to organisation structure <p>Exemplar response:</p> <p>If a fire station (CONT) is going to be closed (2).</p> <p>If working hours are changed (1).</p>	2 x 2 marks	<p>In each instance award:</p> <p>Two marks for a contextual change. Annotate CONT</p> <p>OR</p> <p>One mark for a non-contextual change</p> <p>For context look for public sector, on-call, engine, local authority, 38 (fire stations), 24 (full-time), 16 (on-call), station, equipment, shifts, etc.</p> <p>Do not award fire, brigade or firefighter as context.</p> <p>Must be a change to award i.e. not a service provided by a trade union e.g. accompanying members to a disciplinary meeting.</p>

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