

Cambridge Technicals

Sport

Unit 21: The business of sport

Level 3 Cambridge Technical in Sport and Physical Activity
05872

Mark Scheme for January 2025

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.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2025

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 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 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 questions 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 (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 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 an annotation 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 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 questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. Assistant Examiners will 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.

9. Annotations

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

Multiple Choice Questions

Examiners indicate is answer given is correct or not with a Tick or a Cross on the right hand side of the question.

All questions other than Multiple Choice and Extended response Question

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

Extended response Question

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).

EG is used to indicate where an example has been used or applied to support or develop the response.

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 Extended response Question)
- **Do not** use ticks on Extended response Question – 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 Extended response Question 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:
- 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 Extended response Question
 - 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	<p>One mark for:</p> <p>a) Employees</p>	1	<p>Accept correct answer only.</p> <p>Award no marks if more than 1 box is ticked.</p>				
2	<p>Four marks for:</p> <ol style="list-style-type: none"> 1. Political 2. Economic 3. Social / Cultural 4. Technological 	4	<p>Accept 'Sociocultural' for S</p> <p>DNA - Economical, Environmental, Technology</p>				
3	<p>One mark for:</p> <p>a) Community Football Team</p>	1	<p>Accept correct answer only.</p> <p>Award no marks if more than 1 box is ticked</p>				
4	<p>Type of sports business</p> <table border="1" data-bbox="389 1066 916 1347"> <tr> <td>Private sports club E.g. David Lloyd</td> </tr> <tr> <td>Sports betting E.g. William Hill</td> </tr> <tr> <td>Sports media E.g. Sky Sports</td> </tr> <tr> <td>Sports retail E.g. Sports Direct</td> </tr> </table>	Private sports club E.g. David Lloyd	Sports betting E.g. William Hill	Sports media E.g. Sky Sports	Sports retail E.g. Sports Direct	4	<p>Accept one answer per business type only</p> <p>Accept other appropriate answers</p> <p>DNA - Professional sports clubs e.g. Manchester Utd</p>
Private sports club E.g. David Lloyd							
Sports betting E.g. William Hill							
Sports media E.g. Sky Sports							
Sports retail E.g. Sports Direct							

Question	Answer	Marks	Guidance
5	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Local business made up of Individuals or small teams of staff whereas an international business have large teams of people 2. A local business can have staff who share job roles whereas an international business has a complex hierarchical structure 3. A local business has a target group of the local community or a small geographical area whereas an international business has a global customer base. 4. A local business has a single site or a limited number of premises whereas an international business has a high number of sites worldwide. 5. A local business can be public, private or voluntary whereas an international business is unlikely to be public 	3	<p>Both local and international features must be explained to gain the mark</p> <p>DNA - comparisons without explanation - 'International has more sites than local'</p>
6	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Increase in revenue 2. Improvement to stadia 3. New forms of sponsorship/increased sponsorship 4. Improvement to training facilities/training of coaches 5. Increased recognition/exposure (to a national/international/global audience) 6. Increased fan base/reach/engagement 7. Recruitment of employees/players 	2	

Question	Answer	Marks	Guidance
7	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Sponsorship deals 2. Loans/bonds 3. Grants 4. Membership fees 5. Debentures (long-term season ticket/corporate facilities/private boxes) 6. Philanthropic donations / left in will 7. Private investment/Selling shares 8. Fundraising activities/events 	3	Synoptic Link Unit 3 – 1.2
8	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. New/improved facilities 2. Kit/equipment 3. Ground works/groundskeeping 4. Running events/initiatives 5. Coaching/training/hiring of staff/coaches 6. Initiatives for increasing participation/publicity/promotion 	2	Synoptic Link Unit 3 – 1.2
9	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Proving need/demand for service/product 2. Having clear goals/impact 3. Proven/demonstrating ability to deliver outcome 4. Meeting eligibility (e.g. recognised sport, size of organisation, location) 	2	Synoptic Link Unit 3 – 1.2

Question	Answer	Marks	Guidance
10	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Profitability/maximising income shows that the business is making money and products are performing well. 2. Share price increases show that investors have confidence in the business's performance and potential for growth. 3. Customer satisfaction/low numbers of complaints shows that the business is being successful in meeting its customer's needs. 4. Growth in customer numbers/reach/inclusion indicates the effectiveness of marketing strategies and the success of the products or services offered. 5. A positive reputation shows that the business is felt by others to be effective and do a good job. 6. Repeat business and customer loyalty shows that those who use the business like its products/service. 7. Expansion of the business shows that it is doing well enough to invest in growth and trying to capitalise on opportunities. 8. Leaving a legacy such as a market-leading or cutting-edge product or brand e.g. Nike Air Jordan, Adidas Predator. 9. Winning trophies and competitions shows sporting success if the business is a sports club/team 10. A highly recognisable brand is a sign that the business is performing successfully in the market it operates in. 	2	DNA - One word answers e.g. profit, reputation.

Question		Answer	Marks	Guidance
11		<p>Two marks from:</p> <ol style="list-style-type: none">1. Lower/fewer recruitment and training costs2. Develop a skilled/experienced workforce3. Staff know the customers (and their needs) better4. Promoting staff from within the business5. Staff are familiar with workforce/environment6. Rapport building between staff and customer	2	

<p>12</p>		<p>Four marks from:</p> <ol style="list-style-type: none"> 1. Bonus schemes/rewards/discounts Explanation - Giving staff a financial reward or bonus to boost normal wages, makes them feel valued and encourages retention. 2. Progression/promotion Explanation - Giving staff the opportunity to progress their careers within the organisation and take on responsibility or make more money makes them feel motivated / that their ambition can be met, so encourages retention. 3. Self-development/training Explanation - Giving staff the opportunity to improve their skills to allow them to move on in the business or others makes them feel valued / that they are being invested in so encourages retention. 4. Positive working environment Explanation - Providing staff with a pleasant safe place to work/ensure staff are happy to come to work as it's a pleasant place to be. 5. Working hours/conditions/pay Explanation - Providing staff with hours and conditions that meet their work//life balance such as caring for others or hobbies encourages them to stay with the organisation/increased wage 6. Team spirit Explanation - Providing staff with a feeling of belonging – a team so people work together so feel committed and less likely to leave 7. Pension/share schemes Explanation - Providing staff with schemes to allow them to plan for their futures in terms of finances makes them feel more financially secure / part of the business so less likely to leave. 8. Success of organisation Explanation - Being associated with a successful business can allow them to feel positive and valued and want to stay with the organisation. 	<p>4</p>	<p>Sub-max of two for each section of Question. 1 mark for method 1 mark for explanation</p> <p>Accept any other suitable methods and explanations.</p>
-----------	--	--	----------	---

13	(a)	<p>Two marks from: Where a business or organisation considers:</p> <ol style="list-style-type: none"> 1. The impact which its activity has on society 2. The impact it has on the environment 3. The economic, social and environmental benefits for all stakeholders 	2	
	(b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. A way to meet social and community obligations 2. Improves organisation's reputation 3. Develop positive corporate image 4. Can be used as a marketing tool/strategy 5. Can increase commercial success 6. Reaching and engaging with more people from across the entire social and demographic spectrum 7. It is a regulatory requirement for many sports organisations 8. Can enable access to funding 9. It is the correct thing to do ethically 10. Consumers are increasingly focussed on CSR issues 11. Sport is an effective CSR medium/sport reflects the values of CSR, e.g. fair play, caring for community, inclusivity 12. CSR more part of the culture of sports organisations now than previously 	3	<p>Accept negatives e.g. reputation goes down if company seen to use child labour in manufacturing products</p> <p>6 - Attract more customers/loyalty BOD</p>

14	(a)	<p>One mark from</p> <ol style="list-style-type: none"> 1. The business can generate enough income to meet its ongoing expenses and costs. 2. The business is financially healthy to be able to continue to operate in the long-term/not at risk of bankruptcy 3. Economic development that meets the needs of the current business without compromising the future. 	1	
	(b)	<p>Four marks from:</p> <ol style="list-style-type: none"> 1. Sell products made from recycled materials - benefiting the environment 2. Use packaging/bags made from recycled materials- ecologically friendly approach 3. Use renewable energy to power the shops/transport products e.g. solar panels/electric vehicles - reduce carbon footprint 4. Secure future funding to have financial stability - business can continue to be financially viable 5. Become more efficient/requiring less investment - business can operate more independently 6. Develop a product/event/image/reputation which is recognised and valued - creating a lasting legacy 7. Seek to expand what they do where appropriate/being aware of changes in the sport business environment in which they operate and adapting to them - managing and reporting sustainability 8. Sell a wider range of products/being involved in different projects/spreading the risk - diversifying what they do 	4	<p>DNA - Environmentally, ecologically or economical friendly on own - must include an example</p> <p>Sub-max of 2 for numbered points</p> <p>One mark for examples (numbered points), one mark for description</p>

15	(a)	<p>Two marks from:</p> <p>Types of volunteers</p> <ol style="list-style-type: none"> 1. Long-term 2. Short-term 3. One-off 	2	
	(b)	<p>Four marks from:</p> <p>Roles undertaken by volunteers</p> <ol style="list-style-type: none"> 1. Event support staff – acting as stewards, parking staff, registration desk for competitors during a game / event 2. Sports coaches/leaders – leading groups of people in sporting activities for the club 3. Club/team committees – managing the club on a day to day basis 4. Officials – implementing the rules and regulations of the sport during a game / event 5. Administrative positions – providing the documentation and carrying out the administrative tasks needed in a club/update social media 6. First aid staff – providing first aid to any person needing it during the game / event. 	4	<p>DNA - Role on own. Must include a description of common tasks undertaken</p> <p>Accept other suitable examples and descriptions</p>

Question	Answer	Marks	Guidance
16	<p>Four marks from:</p> <p>In sport</p> <ol style="list-style-type: none"> 1. Cheating such as the use of illegal equipment, foul play. 2. Match fixing through the throwing a game, betting patterns, spot fixing and insider dealings. 3. Doping with the use of banned substances/performance enhancing drugs, blood doping, sports not signed up to WADA code. 4. Breaking financial regulations laid down by NGB's such as financial fair play in football, salary caps and tax avoidance/evasion 5. Bribes and kickbacks receiving money to allow vote rigging in relation to hosting major events 6. Money laundering through sport done through the investment into sports clubs from unregulated sources 7. Acceptance of unethical practice in sport (e.g. Product sponsored by an athlete who has failed a drug test) 	4	Answers must include a description/example

Question	Answer	Marks	Guidance
17*	<ol style="list-style-type: none"> 1. Loss of revenue <ul style="list-style-type: none"> ● Reduction on what club has available to spend e.g. a lack of funding for new players/wages of staff 2. Shows an over-reliance on such monies by the football Club <ul style="list-style-type: none"> ● Need to find alternative sources of funding ● Financial model is not sustainable e.g. short-term cash flow issues 3. Reduced money available to invest <ul style="list-style-type: none"> ● Planned growth is paused e.g. in new stadia/improvements to stadia e.g. in improvements to training facilities 4. Could mean having to cut back on initiatives or events <ul style="list-style-type: none"> ● Negative impact on community engagement/development e.g. may not run some which were not going to make a profit e.g. could affect investment into youth/grass roots 5. Effect on other sponsors <ul style="list-style-type: none"> ● Other sponsors may leave/withdraw ● Harder to attract new sponsors e.g. Future sponsors may want to pay less 6. Negative impact on football clubs' reputation <ul style="list-style-type: none"> ● Damage to clubs' image – why has the sponsor gone? ● Adds to sense that football being driven by money e.g. Negative press/social media/backlash from fans 7. Provides an opportunity to explore new types of sponsorship <ul style="list-style-type: none"> ● New partnerships formed e.g. increase in revenue/exposure from links with new sponsor 8. Financial <ul style="list-style-type: none"> ● could affect share price of the club e.g. price may fall which will further reduce revenue e.g. weaken teams negotiating position 	8	<p>Level 3 (7-8 marks) A comprehensive answer</p> <ul style="list-style-type: none"> ● Detailed knowledge and understanding ● Effective explanation and discussion/development ● Clear and consistent practical application of knowledge ● Accurate use of technical and specialist vocabulary ● High standard of written communication <p>At Level 3 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> ● Good discussion of many negative impacts of football clubs losing sponsorship ● Examples throughout ● Terminology which implies an understanding of these. ● Several points to be developed and/or exemplified <p>Level 2 (4-6 marks) A competent answer</p> <ul style="list-style-type: none"> ● Satisfactory knowledge and understanding ● Some explanation and discussion attempted with some success ● Some success in practical application of knowledge ● Technical and specialist vocabulary used with some accuracy

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> ● Written communication generally fluent with few errors <p>At Level 2 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> ● Some examples of negative impacts on football clubs of losing sponsorship ● Not all points to be developed and/or exemplified <p>Level 1 (1-3 marks) A limited answer</p> <ul style="list-style-type: none"> ● Basic knowledge and understanding ● Little or no attempt to analyse/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>At Level 1 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> ● Limited or no examples of negative impacts of losing sponsorship ● Many not be linked to football ● More descriptive than explanatory, some basic terminology is used ● Few if any developed and/or exemplified points

Question	Answer	Marks	Guidance
18	<p>Six marks from:</p> <ol style="list-style-type: none"> 1. Quality of output/product e.g. Clubs will ensure that the whole experience is comfortable and enjoyable e.g. Create high quality products/merchandise 2. Quality of Customer Service e.g. Learning season ticket holders' names e.g. providing staff with customer service training (e.g. Welcome Host). 3. Identify/Understand target groups e.g. Targeting existing fans/members of clubs. 4. Reputation/word of mouth e.g. Use social media to generate interest/use of hash tags to spread the word. 5. Success of organisation e.g. Any successes should be celebrated such as a pre-season win / junior team win 6. Offers/discounts/cheap tickets/memberships e.g. Giving incentives to new and existing customers e.g. offering discounts at partner advertisers/businesses. 7. Marketing/Promotion/Advertising e.g. Use a wide range of marketing techniques – local sponsors 8. Benchmarking/best practice e.g. Base the experience that fans get on other (similar) clubs/offer something that meets the standards expected. 9. Competitiveness e.g. Offering tickets at the same (or cheaper) price as local clubs. 10. Loyalty/Reward Schemes e.g. Having loyalty cards at cafes around the stadium for a free coffee after buying five. e.g. Benefits for long term supporters 	6	<p>Sub-max of two for each strategy. 1 mark for strategy 1 mark for explanation/example</p> <p>Sub-max of 3 for strategies.</p>

Question	Answer	Marks	Guidance
19	<p>Six marks from:</p> <ol style="list-style-type: none"> 1. Increased influence of commercial organisations and media corporations e.g. Sky Sports changing timings of matches/fixture congestion. Impact: Loss of family time/injuries 2. Powerful/rich individual clubs holding increasing influence e.g. City Football Group. Impact: Pre-season tours to faraway countries 3. Individual players and agents having increasing power e.g. Eddie Hearn. Impact: Boxers fighting too often 4. Over-reliance on funds/monies from media deals e.g. Sky Sports. Impact: Xmas fixtures - loss of family time/burnout 5. More pressure on players e.g. Extended seasons/more matches/feel they have to play well. Impact: player injuries/early retirement/poor performances 6. Changes to the game e.g. World Cup in December. Impact: player burnout/injuries 7. Media intrusion into sport stars' lives/family life e.g. paparazzi/24 hour news channels. Impact: No privacy 8. Global sporting brands dominate e.g. IPL/Saudi Clubs Impact: players leave clubs for more money 9. Impact of media/social media e.g. negative online comments/trolls Impact: Poor mental health/reduction in performance 10. Disconnect between fans and performers e.g. players earn huge wages. Impact: Fans turn on players 	6	<p>Sub-max of 3 for identifying factors (numbered points)</p> <p>One mark for factor, one mark for e.g. and one mark for impact</p>

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.