

Cambridge Technicals

Business

Unit 9: Human Resources

Level 3 Cambridge Technical in Business
05878

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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MARKING INSTRUCTIONS

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, 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 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 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 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.**

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

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

12. Subject-specific marking instructions

For Level of Response marked questions marked over 4 levels, L3 analysis is required before L4 can be accessed.

Question		Answer	Marks	Guidance
1	(a)	Responses include: • benefits/<u>monetary</u> rewards • compensation/pay • contract of <u>employment</u>, contracts <u>for employees</u> • employee engagement • employee relations, conflict resolution • ensuring compliance with employment legislation • exit process • health and safety • <u>HR</u> policies/procedures, disciplinary/grievance procedure, termination (of employment) process, redundancy process • linking with other business functions • performance management/appraisals • recruitment/selection • skills audit • trade union negotiation • training/development Exemplar response: Paying the labourers (2). Paying employees (1).	3 x 2 marks	In each instance award: Two marks for a contextual responsibility. Annotate CONT. OR One mark for a non-contextual responsibility For context look for kitchen, design(er), home, house, fitter, labourer, cupboard, cabinet, 3 (new employees, 4 (existing employees), 2 (new labourers) etc. For health and safety, accept ensuring a safe working environment BOD. For recruitment, accept any activity within the recruitment and selection process. For employee engagement, accept employee motivation BOD. Policies/procedures TV (must include HR or human resources) Employee departure TV To award 'compliance with employment legislation' it must be clear that it relates to <u>employment</u> legislation or specified HR legislation be stated.

Question			Answer	Marks	Guidance
	(b)		Indicative content: • Data Protection <u>Act</u>/GDPR • Employment <u>Act</u> • Equality <u>Act</u> • Health & Safety <u>at Work Act</u> • <u>National</u> Minimum Wage <u>Act</u> • Working Time <u>Regulations/Directive</u> Exemplar response: The Health and Safety at Work Act (1) means they must arrange health and safety training (+1) for labourers (CONT+1). The Data Protection Act (1) means they must plan how to keep employee data safe (+1).	2 x 3 marks	In each instance award: One mark for identified relevant legislation PLUS One mark for the impact on human resource planning i.e. <u>what HR must do</u>. AND/OR One mark for context. Annotate CONT Legislation must be accurate (as per Answer column). No correct legislation, no marks. Accept Personal Protective Equipment at Work Regulations (not PPE). The action that HR 'must do' must be clear e.g. must prioritise complying with the legislation TV. For context look for kitchen, design(er), home, house, fitter, labourer, cupboard, cabinet, 3 (new employees, 4 (existing employees), 2 (new labourers), etc.

Question			Answer	Marks	Guidance
2	(a)		$\frac{\text{Number of kitchen parts damaged}}{\text{Total number of kitchen parts installed}} \times 100$ $= \frac{86}{28300} \times 100$ $= \underline{\underline{0.3\%}}$	3	Up to three marks. Award full marks for 0.3% or 0.003; irrespective of workings. Else: Award maximum 2 marks for '3' or other power of ten errors or 0.3 (without the %). OR Award maximum 1 mark for correct formula (in words or figures)
	(b)		Indicative content: - the number of accidents/injury rate has increased/worsened/gone up/more in 2024 (<i>Development - up by 2, 40% increase</i>) - the number of days off due to accidents has reduced/improved/gone down/less in 2024 (<i>Development - down by 6, 17% reduction</i>) - at least one of the accidents has resulted in absence from work - accidents in 2024 appear to be less severe 64 (working) days have been lost - low accident rate	3	One mark for each valid piece of explanation to a maximum of three such points, but allow up to two marks for development of one point. Development may be: - quantitative interpretation of data from Table 1 to support the point made e.g. 40% - a reason why the change in the data may have happened e.g. Exemplar 1 – labourers are rushing to complete tasks - consequence/repercussion e.g. they might need more training. - impact e.g. loss of sales

Question			Answer	Marks	Guidance
			Exemplar responses: The number of accidents has increased (1) by 40% (+1) this may indicate that the labourers are rushing to complete tasks (+1). Despite the number of days off due to accidents falling (1), the number of accidents causing injury has increased (1) by 2 (+1). The accidents in 2024 appear to be less serious than in 2023 (1) because despite the number of accidents increasing (1) fewer days off were needed for labourers (1). The accident rate has increased (1) by 2 (+1). There's been a 17% (+1) reduction in number of days lost (1).		Must be identification of one of the bullets to start the chain if awarding development marks.
3			Responses include: • <u>change of</u> management style (1) e.g. authoritarian, democratic, paternalistic, laissez-faire • <u>existing</u> employees treating <u>new</u> employees differently/badly • lack of trust between <u>new</u> and <u>existing</u> employees • <u>poor/bad/ineffective/not as good</u> communication/collaboration • recruitment choices • Sam managing more employees, <u>existing</u> employees receiving less attention, Sam struggling to manage more employees • Sam treating <u>new/existing</u> employees differently (to each other)	2 x 3 marks	In each instance award: One mark for identification of a barrier PLUS One mark for explanation AND/OR One mark for context. Annotate CONT.

Question			Answer	Marks	Guidance
			Exemplar response: Sam will be managing more employees (1) so the current employees won't get as much interaction with Sam. This might lead to poor quality designs (CONT +1) for customers(+1). Sam might decide to become more authoritarian (1) because he will be <u>managing</u> more people (+1).		Explanation: - the reason why the barrier may exist - a consequence of the barrier. Do not award barriers that do not relate to business growth. Employees may not get on with each other TV (1st mark) Do not award 'more employees', 'bigger business' (or similar) as a reason why the barrier may exist. Annotate TV. For context look for kitchen, design(er), home, house, fitter, labourer, cupboard, cabinet, 3 (new employees, 4 (existing employees), 2 (new labourers) etc. Award any other appropriate response.

Question		Answer	Marks	Guidance
4	a	Use levels of response criteria Responses include: The process does include: • producing a job description • producing a job advertisement • advertising the job in the (local) newspaper • asking applicants to provide a CV • asking applicants to provide a covering letter • asking applicants to email their CV/covering letter • holding (one) face-to-face interview • face-to-face interview is with the owner • informing the successful candidate by email • probationary period Process does not include: • skills audit • produce a <u>person</u> specification • advertise in <u>specified places</u> other than the local newspaper • complete an application form • online application (rather than email) • telephone to express interest • allow applicants to visit the workplace • shortlist • selection test/task/produce designs • more than one interview • more people being involved on the interview panel • alternative interview formats (telephone, virtual) • produce interview documentation • take up references	16	Levels of response Level 4 (13-16 marks) Candidate evaluates the suitability of the recruitment and selection process for the designer role. Level 3 (9-12 marks) Candidate analyses aspect(s) of the recruitment and selection process for the designer role. Level 2 (5-8 marks) Candidate explains aspect(s) of the recruitment and selection process for the designer role. Level 1 (1-4 marks) Candidate identifies aspect(s) of the recruitment and selection process for the designer role. L1 – identifies feature(s) that are <u>included</u> in the process or are <u>not included</u> in the process or <u>could/should/may</u> be included. L2 • why the L1 point is a good thing • why the L1 point is a bad thing • a valid way the L1 could be changed to become a good thing • reason why a missing element should be included Only award one L2 per L1. L2 not required to access L3 but if no L2, link L1 to L3 must be clear.

Question	Answer	Marks	Guidance
	• alternative method of informing successful candidate (not email) • inform unsuccessful candidates • provide feedback to unsuccessful candidates • contract of employment Exemplar response: It does include a face-to-face interview with the owner (L1). This means that he will be able to view body language (L2) which will give a better idea about how well they will fit in with the current employees (L3). It doesn't include a selection task (L1). This isn't good because the designers are doing a practical job (L2). Sam will not be able to see whether they will provide a good service to customers or not (L3). It doesn't include taking up references (L1). This would help to find out what they are like in their current job (L2). Without it, Sam will not know if they are likely to be late or rude to customers (L3). The process is not suitable because it doesn't include a practical task. This is vital for Sam to know how good they are at designing kitchens (CONT) (L4). Not taking up references also means that he doesn't know how good they will be at the job (L4).		L3 – impact on or consequence to Sam/SH Bespoke of the L1 feature being included/not included. Impact/consequence can be positive or negative. L4 – an overall evaluation of whether the process is suitable (or not). The decision can be positive or negative. Reason is likely to be an L1 but <u>must</u> include explanation of why this makes the process suitable or unsuitable. Award 13 marks for a non-contextual judgement that provides one valid reason for the candidate's decision. Award 14 marks for a non-contextual judgement that provides more than one valid reason for the candidate's decision . Award 15 marks for a contextual judgement that provides one valid reason for the candidate's decision. Annotate CONT. Award 16 marks for contextual judgement that provides more than one valid reason for the candidate's decision. Annotate CONT. Do not award L4 if the candidate has not given a definitive response e.g. it is suitable because... but it might not be suitable because ... For suitable accept appropriate. More/less applicants L2

Question			Answer	Marks	Guidance
					For context look for kitchen, home, house, fitter, labourer, cupboard, cabinet, 3 (new employees, 4 (existing employees), 2 (new labourers) etc. Do not award design/designer as context.
4	b		Use levels of response criteria: Indicative content: • conference • online training/learning, online course, remote training/learning • simulation exercises/role play/virtual reality • <u>training</u> courses/tutorial/seminar • (training) videos/DVDs/YouTube videos, etc • webinar Exemplar response: Sam could use a simulation exercise (L1) to role play with the new designer how to interact with a customer (L2). This will prevent damage to SH Bespoke's reputation because they can make any mistakes before they deal with a real customer (L3). Sam could use a training DVD (L1) This means there will not be any travel expenses for Sam to pay (L3). Sam should use a simulation exercise because it will help him to judge how good the designer is and what further training might be needed (L4). A training DVD is not as useful because Sam wouldn't be able to tell how much had been learnt until the designer was in a customer's home (CONT)(L4).	16	Levels of response Level 4 (13-16 marks) Candidate evaluates methods of off-the-job training that could be used for the new designer. Level 3 (9-12 marks) Candidate analyses methods of off-the-job training that could be used for the new designer. Level 2 (5-8 marks) Candidate explains methods of off-the-job training that could be used for the new designer. Level 1 (1-4 marks) Candidate identifies methods of off-the-job training that could be used for the new designer. L1 – identification of method(s) of off-the-job training. L2 – description of L1 method(s) i.e. what it is. L2 not required to access L3.

Question			Answer	Marks	Guidance
					L3 – impact on Sam/SH Bespoke of using the L1 method(s) or a benefit/drawback to Sam/SH Bespoke of using the L1 method. Impact or benefit/drawback must directly link to the method identified <u>not</u> training in general. This may be via L2 or other explanation. L4 – an overall reasoned judgement of which is the most appropriate method. Reason must relate to a factor/characteristic of the method chosen not training in general. Award 13 marks for a reasoned non-contextual judgement. Award 14 marks for a reasoned non-contextual judgement that also gives the rationale for rejecting an alternative method. Award 15 marks for a reasoned contextual judgement. Annotate CONT. Award 16 marks for reasoned contextual judgement that also gives the rationale for rejecting an alternative method. Annotate CONT. For context look for kitchen, home, house, fitter, labourer, cupboard, cabinet, 3 (new employees, 4 (existing employees), 2 (new labourers) etc. Do not award design/designer/designing as context. Do not award video call, video conference TV.

Question	Answer	Marks	Guidance
5	Responses include: • improve/maintain motivation/motivate employees • improve/maintain productivity/efficiency (post-training) • improve/maintain quality of service, reduce errors • improve/maintain reputation/image • improve/provide customer satisfaction • less likely to have/fewer/reduce accidents/injuries • lower/maintain absenteeism rates • lower/maintain labour turnover, improve/maintain staff retention • positive reviews Exemplar response: There will be lower labour turnover (1) because they will feel more confident in their work (+1) fitting kitchens (CONT+1) . There will be fewer accidents (1) because the employees will learn about health and safety (+1).	2 x 3 marks	In each instance award: One mark for a <u>business-facing</u> benefit PLUS One mark for explanation i.e. why will induction training result in the benefit (the 'because')? AND/OR One mark for context. Annotate CONT Do not award employee or customer facing benefits (for the 1st mark). Accept morale for motivation. Explanation mark can be awarded for an employee feeling e.g. makes them feel valued. Explanation can be negative i.e. because if they didn't have the training..... For context look for kitchen, design(er), home, house, fitter, cupboard, cabinet, 3 (new employees, 4 (existing employees), accurate reference to data in Table 1 etc. Do not award labourer as context. Award any other appropriate response.

Question		Answer	Marks	Guidance
6	(a)	Indicative content: • bonus • <u>fringe</u> benefits (1) e.g. company car, company phone, health insurance, discounted kitchens • maternity/paternity scheme/benefits/pay • performance related pay (1) i.e. piece rate • profit sharing • workplace creche • workplace pension scheme Exemplar response: A bonus (1) could be used. This would give them additional money if they met a target (+1). This would however increase SH Bespoke's costs (+1).	2 x 3 marks	In each instance award: One mark for a monetary reward PLUS One mark for development AND/OR One mark for a business facing impact Award development for: • description of the reward • why the identified method will improve motivation • an employee facing impact • a 2nd business facing impact. Reason why the method will improve motivation could be an employee 'feeling' e.g. feeling more valued. Impact must clearly link back to the reward identified e.g. giving them a company car will reduce absenteeism TV. Link could be via development or other explanation. Do not award increased motivation as a business facing impact. Development and impact must stem from the reward identified not labourers being motivated.

Question			Answer	Marks	Guidance
					Development - more productive, more efficient Impact – improved productivity, improved efficiency
	(b)		Responses include: • gaining customer feedback • gaining employee feedback • (employee) productivity • absenteeism (rate)/less absences/number of absence days • accident/injury rates • labour turnover (rate) • level of conflict • product wastage • punctuality/lateness • market position • repeat custom, sales, revenue • reputation/image • quality of service Exemplar response: They could calculate employee productivity (1) by working out how many kitchens have been fitted per employee in a given time period (+1).	3 x 2 marks	In each instance award: One mark for identification of how success could be measured. PLUS One mark for <u>description</u> of the method identified. Description is what the method is. For calculations award the correct formula. Description must not include words included in the method e.g. Absenteeism is more absence. Do not award observation as a measure. No context required. Award any other appropriate response.

Question	Answer	Marks	Guidance
7	Use levels of response: Indicative content: • 360° feedback/appraisal • (grading) based on absenteeism/attendance • (individual) performance management by objectives • on-going monitoring of business performance • results-based appraisal • self-appraisal • peer appraisal • upward appraisal • top-down appraisal Exemplar response: Peer appraisal (L1) could be used because there will be 5 kitchen labourers who can appraise each other (L2). However, if they are friends, this information might be biased and therefore inaccurate (L3). Grading based on absenteeism (L1) could be used. This is when Sam would monitor how much time they take off (L2). This might improve attendance because employees know that it is being monitored (L3). The most appropriate is peer appraisal because these are the people working together on a daily basis (L4) in customers' homes (CONT) and Sam is more likely to be in the office (L4).	8	Levels of response Level 4 (7–8 marks) Candidate evaluates formal appraisal techniques appropriate for the labourers. Level 3 (5–6 marks) Candidate analyses formal appraisal techniques. Level 2 (3–4 marks) Candidate explains formal appraisal techniques Level 1 (1–2 marks) Candidate identifies formal appraisal techniques L1 – identifies formal appraisal technique(s). L2 – accurate description of the L1 technique(s). Description must not include words included in the method e.g. peer appraisal is receiving feedback from your peers. L2 required to access L3. L3 – impact or consequence on Sam/SH Bespoke of the L1 technique(s). Must be relevant to the technique not appraisal in general. L4 – an overall reasoned judgement of the most appropriate technique for the labourers. Reason must be positive. Do not award 360° appraisal or upward appraisal as the 'pick'. Award 7 marks for a reasoned non-contextual judgement.

Question			Answer	Marks	Guidance
					Award 8 marks for a reasoned contextual judgement. Annotate CONT. For context look for kitchen, design(er), home, house, fitter, cupboard, cabinet, 3 (new employees, 4 (existing employees), etc. Do not award labourer as context.
8	(a)		Responses include: • Bullying • Discrimination • Harassment • Lack of equal opportunities • <u>Poor</u> work-life balance • <u>Poor/bad/ineffective</u> communication • <u>Poor/unsafe</u> working environment • (Unagreed) <u>changes</u> to workplace policies/environment/job roles • Unclear job roles • Unfair treatment • Victimisation • Workforce inflexibility	2 x 2 marks	In each instance award: Two marks for a contextual answer. Annotate CONT OR One mark for a non-contextual answer Do not award arguing, falling out, not getting on, disagreeing, misunderstanding etc as they mean the same as conflict. Do not award working conditions as working environment. For unfair treatment accept pay/conditions <u>discrimination</u>, excessive workload, lack of training, favouritism (to someone else), lack of recognition/feel undervalued (compared to someone else), greater workload (than someone else), etc.

Question			Answer	Marks	Guidance
			Exemplar response: One of the kitchen (CONT) labourers could bully one of the others (2). There might be a poor work-life balance (1).		For context look for kitchen, design(er), home, house, fitter, labourer, cupboard, cabinet, 3 (new employees, 4 (existing employees), 2 (new labourers) etc. Award any other appropriate response.
	(b)		Responses include: • avoid absences • avoid accidents/injuries • avoid increased costs • <u>good</u> employee relations, <u>good</u> teamwork • maintain a quality service, not have the service level fall • maintain employee engagement, not have employee engagement fall • maintain employee motivation, not have employee motivation fall • maintain staff morale, not have staff morale fall • maintain the business' reputation, to avoid damage to the business' reputation • maintain/improve productivity/output/efficiency, not have productivity/output/efficiency fall • improve/maintain creativity, avoid a fall in creativity • retain staff, not have an increase in labour turnover, lower labour turnover	2 x 2 marks	In each instance award: Two marks for a contextual reason. Annotate CONT OR One mark for a non-contextual reason Do not award marks for what will happen if Sam doesn't resolve conflict e.g. if Sam doesn't resolve conflict staff will leave. Annotate NAQ. For context look for kitchen, design(er), home, house, fitter, labourer, cupboard, cabinet, 3 (new employees, 4 (existing employees), 2 (new labourers) etc. Award any other appropriate response.

Question			Answer	Marks	Guidance
			Exemplar response: Sam will want to resolve conflict so that he retains all of the labourers (CONT) (2). Sam will want to resolve conflict so that employee motivation doesn't fall (1).		

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