

Cambridge Technicals

Sport

Unit 3: Sports organisation and development

Level 3 Cambridge Technical in Sport and Physical Activity
05827 - 05829 & 05872

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

12. Annotations used by examiners

Annotation	Meaning
	Tick
	Cross
BOD	Benefit of the doubt
VG	Vague
REP	Repeat
MAX	Maximum / sub-maximum marks reached
SEEN	Response seen/read but no credit given / also used to show blank pages or additional answer pages have been looked at
EG	Example (use for extended response Question)
KU	Knowledge and understanding (use for extended response Question)
DEV	Developed point (use for extended response Question)
L1	Level 1 response (use for extended response Question)
L2	Level 2 response (use for extended response Question)
L3	Level 3 response (use for extended response Question)
IRRL	Significant amount of material which doesn't answer the question

Multiple Choice Questions

Examiners indicate if 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	a		1. Department for (Digital) Culture, Media, and Sport (DCMS / DDCMS) 2. Department for Education (DfE)		1	Accept correct acronym. Accept first answer only DNA Department of health (in question) DNA Department of Culture Media and sport DNA Department of Education									
1	b		<table><tr><td>Role of National Governing Body</td><td>Example of how a NGB would fulfil the role.</td></tr><tr><td>Providing funding</td><td>4. Grants to improve facilities / buy equipment.</td></tr><tr><td>2. Setting rules and regulations</td><td>Updating anti-doping policies for their sport.</td></tr><tr><td>3.Organising competitions/ Tournaments/ events OR Increase Participation</td><td>Running inter-school competitions in their sport.</td></tr><tr><td>Sports Development</td><td>4. Look at progression pathways in their sport / Talent ID 5. Primary and junior school sessions to introduce young people to the sport. 6. Create initiatives 7. Work with target groups 8. Improving facilities/coaches</td></tr></table>	Role of National Governing Body	Example of how a NGB would fulfil the role.	Providing funding	4. Grants to improve facilities / buy equipment.	2. Setting rules and regulations	Updating anti-doping policies for their sport.	3.Organising competitions/ Tournaments/ events OR Increase Participation	Running inter-school competitions in their sport.	Sports Development	4. Look at progression pathways in their sport / Talent ID 5. Primary and junior school sessions to introduce young people to the sport. 6. Create initiatives 7. Work with target groups 8. Improving facilities/coaches	4	DNA accept funding on its own but can accept if clarified what is being funded eg, funding for a new cricket clubhouse.
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Question			Answer	Marks	Guidance
1	c		(a) A is true and B is false	1	
1	d		Federation Internationale de Football Association (FIFA) International Olympic Committee (IOC) World Rugby World Athletics World Netball Federation Internationale de Hockey (FIH) International Ice Hockey Federation (IIHF) International Cricket Council (ICC) International Boxing Association (IBA) International Gymnastics Federation (FIG) World Aquatics (formerly FINA) International Handball Federation (IHF) International Tennis Federation (ITF)	3	Accept other correct responses. Only accept correct name Accept correctly written acronyms Accept former correct names Accept European Governing bodies
1	e		1. Disagreement over players, e.g. Club v Country / Transfers / contracts / eligibility. 2. Disagreement over the use of facilities. 3. Funding, e.g. National organisation unable to agree how best to support National Team for international event. 4. Political differences, e.g. England FA wearing poppies on shirt. 5. Performance enhancing drugs, e.g. WADA and National Governing Bodies/Sanctions on Russian athletics. 6. Different agenda/aim/goal/issues over hosting e.g. FA and FIFA controversy over England's failed bids to host the World Cup 2018. 7. Different rules/ regulations 8. Availability/use of technology 9. Differences over scheduling e.g. the FIFA 2022 World Cup Christmas format.	4	Accept other suitable negative interactions.

Question			Answer	Marks	Guidance
1	f		1. Attracts/ bids for major sporting events 2. Supports and works with NGBs. 3. Manages/distributes lottery funding. 4. To provide funding for competitions/ Olympic and paralympic sport 5. Manages the World Class Programme. Supports Elite athletes e.g podium potential / 6. Promotes ethical behaviour / drug free sport. 7. Supports the organisation and administration of sport. 8. Develops a national strategy for sport. 9. To develop Talent Pathways/ Talent ID 10. Train and develop elite level officials /coaches 11. Provide high-class facilities / equipment 12. Provides medical sports science support through the UK institute of sport UKIS	4	DNA One word answers DNA Provide Funding on its own must be a reason
2	a	(i)	1. Communication skills / listening or good listener / good at explaining things / gives good feedback 2. Able to establish or maintain relationships 3. Organisational skills / able to organise fixtures or tournaments / well organised 4. Empathy / compassion or compassionate	3	Synoptic with Unit 2 LO2.3 Do not accept: 'Knowledge of the activity' or equivalent (in question) DNA 'role model' as being a positive role model depends on the attributes demonstrated Pt 3 Has to be an example of organisation <u>overall</u> so DNA 'good timekeeping/punctual' as may not be organised in other ways DNA Planning Pt 4 many similar words <u>don't</u> mean the same thing so DNA: patience, understanding (Vg on its own)

Question			Answer	Marks	Guidance
2	a	(ii)	- Heart stronger / hypertrophy / thicker left ventricle wall - Increased stroke volume - Increased (maximum) cardiac output More blood / oxygen pumped to muscles during exercise / Increased blood flow - Lower resting heart rate - Increased capillarisation - more efficient vascular shunt - Lower blood pressure / reduced risk high blood pressure / reduced cholesterol - Reduced risk of CHD / heart attack / angina / stroke - Increased haemocrit / increased levels of haemoglobin	3	Synoptic with Unit 1 3.6, 4.6 Accept: 'capillarisation' on its own as it implies an increase.

Question		Answer	Marks	Guidance
2	b	Social Policy 1. (Healthy Lifestyle) - Increase participation / physical fitness/maintain healthy lifestyles/ reduce obesity/sedentary lifestyles/ less NHS burden. 2. (Crime)- Reduce crime rates, reduce anti-social behaviour / Provide an outlet for aggression and physicality. 3. (Self-confidence) -Help increase levels of self-confidence and self-control. 4. (Productivity) -increase productivity levels at work/college. 5. (Lifelong participation). Stay involved in sport after leaving school /Provide career opportunities / a way out of difficult backgrounds. 6. (Stress)Reduce stress / promote wellbeing / reduce psychological issues. 7. (Discrimination) Reduce discrimination / help with integration / break down social / racial / cultural barriers/ community cohesion Values 8. Teamwork Help with social development through sport e.g. work in teams. 9. Fair play/ sportsmanship e.g., showing sportsmanship during the game 10. Tolerance e.g. Working with all ability levels 11. Respect e.g. Treating people equally 12. Inclusion e.g. working with different target groups 13. Citizenship e.g. having pride in the community	6	With each of the Values there must be a description or example DNA list of values without example or description Increase participation must be linked to Healthy lifestyles

Question		Answer	Marks	Guidance
2	c	Barriers: - Limited / no opportunities / activities E.g. limited female sessions at appropriate times / female club or team for a particular sport. - Limited / no provision / facilities E.g. lack of / poor standard of changing rooms / childcare / refreshment facilities. - Cultural and religious beliefs E.g. Asian women and clothing restrictions - Don't like to exercise / choose not to / negative attitude towards physical activity - No time / other commitments E.g. part-time job, studying, looking after children / family members. - Lack of role models / Lack of specific advertising / lack of media coverage E.g. Not aware of role models / no female-specific advertising. - Lack of social Influence / peers who participate / encouraging family members / peer pressure (not to participate). E.g. friends dislike exercise / parents don't value sport E.g. Not good at it / everybody is better than me / lack of ability / lack of confidence - Stereotyping / male-dominated / discrimination / femininity vs masculinity / inequality E.g. fear of ridicule for participating in a (named) male dominated sport / not wanting to appear muscular / - Poor self-esteem/ lack of self-confidence / self-conscious / negative body image / uncomfortable in sporting attire. E.g. perceived lack of ability / uncomfortable looking sweaty / close fitting clothing / periods - Poor school experience. E.g. certain sports not offered / knowledge of teachers.	8	Level 3 (7-8 marks) A comprehensive answer: - Detailed knowledge and understanding - Effective analysis/evaluation and/or discussion/explanation/development - Clear and consistent practical application of knowledge - Accurate use of technical and specialist vocabulary - High standard of written communication. At Level 3 responses are likely to include At the top of this level, detailed balanced discussion of many barriers and reasons why participation has increased. Several developments of points and examples made. Level 2 (4–6 marks) A competent answer: - Satisfactory knowledge and understanding - Analysis/evaluation and/or discussion/explanation/development attempted with some success. - Some success in practical application of knowledge - Technical and specialist vocabulary used with some accuracy - Written communication generally fluent with few errors.

Question	Answer	Marks	Guidance
	11. Lack of childcare E.g. not able to take part due to cost or availability of childcare. Positive impacts of success on participation: 12. Women's sport has more media coverage / increase in role models / greater awareness E.g. named female role model / sport with greater media coverage DEV. children/young people aspiring to follow female sporting role models DEV Empowered motivated and inspire E.g. wanting to be a goalkeeper like Mary Earps 13. More female coaches and officials. DEV. Female coaches and officials become more famous/well-known E.g. Emma Hayes, Sarina Wiegman DEV. Promotion of more female coaches in female sport / coaching as a pathway for females DEV. People consider female coaches working in male sport 14. Greater prominence of women's teams in all/other sports E.g. The Red Roses, Cricket; female franchise teams in The Hundred; Women's Six Nations rugby 15. Boosts sports development campaigns / initiatives aimed at women. E.g. This Girl Can 16. Greater funding for female sports E.g. NGBs generate more money from female teams/fixtures DEV. Greater pressure for more/fairer pay DEV. More chance for female performers to become professional or semi-professional rather than amateur 17. Women-only opportunities E.g. swimming sessions with female lifeguards 18. Women-only provision E.g. Improved / more facilities, women-only gyms / clubs / teams		At Level 2 responses are likely to include At the top of this level, a balanced discussion of some barriers and reasons for increased participation Some development of points/ examples made. At the bottom of this level there will be a lack of balance in terms of barriers and the reasons that participation has increased. Some development of points made. Level 1 (1–3 marks) A limited answer: • 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. At Level 1 responses are likely to include At the top of this level, some barriers and reasons for increased participation are

Question			Answer	Marks	Guidance
			19. More females are interested in participating DEV. more chance to find friends who are also interested/want to participate DEV. interest/numbers mean more opportunities such as coaching sessions or programmes, local teams to join, fixtures, competitions or leagues etc... 20. Greater equality and acceptance of female target groups in sport and society DEV. less stigma about females taking part in some sports DEV. More opportunities in school sport/PE for girls to take part in some sports		identified. It is unlikely that points will be developed.

Question			Answer	Marks	Guidance
3	a		1. Self-assessment. 2. External assessment.	1	Do not accept benchmarks (in question)
3	b		1. Levels of participation. 2. Impact on society or example of impact on society – reduction in crime rate or improved healthy lifestyles	2	Do not accept reference to levels of performance (in question)
3	c		1. Demonstrate success. 2. Identify areas to improve. 3. Show best practice.	3	Do not accept: to justify funding (in question)
4	a		1. It could support /increase funding 2. Increased exposure of the sport/ improve reputation/ more recognition / raise the profile/ promote the sport/ greater popularity could drive more participation and/or more investment. 3. Attracts sponsorship to other NGB events. 4. Increased participation / memberships feeding into NGB clubs/competitions. 5. Supports talent identification/ increase talent pool/ more elite athletes 6. Helps promotion of future NGB initiatives 7. Developing links between clubs and the NGB	4	DNA one-word answers

Question			Answer	Marks	Guidance
4	b		- Promote values e.g. promotes fair play - Promote a sport/club / Raise awareness - Improve facilities - Meet social needs/ support social policy e.g., reduce crime/ improve health - Improve performance in sport/improve talent pool/improve medal tally	3	Do not accept increase participation or equivalent (in question) Pt 1 – accept an example of a value
4	c		- TV advertising. - Social media - Local / national newspapers - Local / national radio - Internet web pages Emails - Posters/ Leaflets/flyer's/ billboards - Word of mouth/assemblies	2	DNA accept media on its own DNA advertising on its own TV on it's own BOD

Question			Answer	Marks	Guidance								
4	d		<table><tr><td>Cost</td><td>1. Cost to organise could be high/expensive 2. Upfront costs / amount of investment needed could be too high or hard to raise 3. Justifying costs (vs. benefits) / gaining funding may be difficult</td></tr><tr><td>Time</td><td>4. Insufficient time / time consuming could have negative impact on initiative/event 5. Long time to organise means higher costs 6. Length of time might mean people lose interest</td></tr><tr><td>Accountability</td><td>7. May not be clear who is accountable for success 8. May be lots of different organisations/people involved</td></tr><tr><td>Success</td><td>9. May be hard to measure success 10. May take a long time to know if initiative or event is a success 11. If not a success, could damage reputation / decrease investment in sport / decrease or not increase participation or performance 12. If no one turns up and the event can't take place</td></tr></table>	Cost	1. Cost to organise could be high/expensive 2. Upfront costs / amount of investment needed could be too high or hard to raise 3. Justifying costs (vs. benefits) / gaining funding may be difficult	Time	4. Insufficient time / time consuming could have negative impact on initiative/event 5. Long time to organise means higher costs 6. Length of time might mean people lose interest	Accountability	7. May not be clear who is accountable for success 8. May be lots of different organisations/people involved	Success	9. May be hard to measure success 10. May take a long time to know if initiative or event is a success 11. If not a success, could damage reputation / decrease investment in sport / decrease or not increase participation or performance 12. If no one turns up and the event can't take place	4	Do not accept ability or human resources (in question)
Cost	1. Cost to organise could be high/expensive 2. Upfront costs / amount of investment needed could be too high or hard to raise 3. Justifying costs (vs. benefits) / gaining funding may be difficult												
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4	e	(i)	1. What different types of staff are needed? 2. Do the staff have sufficient skills/experience/qualifications/or training? 3. Are there enough staff 4. Are the staff available for the event? 5. Will the staff need to be paid? 6. How much will it cost?	2	Answers must apply to expertise Pt 2 DNA Do the staff have sufficient expertise as expertise is in the question								

Question			Answer	Marks	Guidance
4	e	(ii)	1. Roles of staff/volunteers. 2. Training needs of the staff/volunteers. 3. Contracts for people 4. Payment/cost for staff who aren't volunteers 5. Health and safety requirements / legal requirements 6. How many staff/ volunteers are needed/ do they have enough staff 7. How long will they be needed for	2	Answers must apply to human resources

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