

Set assignment

**DRAFT**

LEVEL 3 CAMBRIDGE ADVANCED NATIONAL (AAQ) IN

# HEALTH AND SOCIAL CARE

**Certificate H025**

**Extended Certificate H125**

For first teaching in 2025

**F092: Person-centred approach to care**

# Introduction

**This is Sample Assessment Material (SAM). It is an example set assignment that we publish alongside a new specification to help illustrate the intended style and structure of our set assignments.**

During the lifetime of the qualification, updates to the set assignment template may happen. We always recommend you look at the most recent set of past set assignments where available.

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Designed and tested with teachers and students



Helping young people develop an ethical view of the world



Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

## Summary of updates

Date	Version	Page number	Summary of change
July 2023	1 DRAFT	All	Creation of document

# Teacher support

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Our teacher support is designed to make teaching our qualifications straightforward, whether you are an experienced teacher, new to teaching, new to OCR, or not a subject specialist of the qualification you are teaching.

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Contact details are available on the [final page](#) of the SAM.

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- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our [People and planet page](#).

**If you prefer to use a printed copy of the SAMs, consider printing a selection of pages. The following are the pages which you might find useful to print:**

**Question paper pages XX-XX**

**Mark scheme pages XX-XX**



Oxford Cambridge and RSA

# OCR-set Assignment

## Sample Assessment Material

OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care (Certificate)

OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care (Extended Certificate)

F092: Person-centred approach to care

Scenario Title: Applying a person-centred approach following a road traffic collision or stroke

This is a sample OCR-set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

### The OCR administrative codes linked to this unit are:

- unit entry code F092
- certification code H025/H125

### The regulated qualification numbers linked to this unit are:

TBC TBC

### Duration

About:

- 10-12 hours of supervised time (GLH)  
(work that **must** be completed under teacher supervised conditions)
- 2-3 hours of unsupervised time  
(work that students can complete independently without teacher supervision)

**All** this material **can** be photocopied. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

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# Information and instructions for Teachers

## Using this assignment

This assignment provides a scenario and set of related tasks that reflect how people working in the health and social care sector could plan to provide person-centred care to an individual.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any exceptions to this will be stated in the assessment guidance.

You **must**:

- Use an OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 4** of the Specification. Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what they need to do in each task.
- Read and understand **all** the rules and guidance in **Section 6** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 6** of the Specification.
- Give your students the Health and Social Care **Student guide to NEA assignments before** they start the assignments.
- Complete the **Teacher Observation Record for Task 2**. You **must** follow the guidance given when completing it.
- Complete the **Interview Authentication Form for Task 1**.

You **must not**:

- Use live OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the OCR-set assignments or assessment criteria.

**Pages 1-4** are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

Sample



# Tasks for students and assessment criteria

## Unit F092: Person-centred approach to care

**Scenario Title:** Applying a person-centred approach following a road traffic collision or stroke

### Scenario

You work as trainee for an agency that provides care and support for individuals in their own home. You need to use person-centred approaches and values when delivering care. As part of your training, you are learning how to find out about an individual's wants and needs, and how to use this information to make sure that they are at the centre of their own care.

You have been asked to practise this by finding out about someone you know. You must then use this individual as a case study for the next part of your training, where you will imagine they have developed care needs following a:

- Road traffic collision

OR

- Stroke.

You must then produce an outline plan for their care and support.

## Task 1

### Using a person-centred approach to find out about an individual

Topic Areas 1 and 3 are assessed in this task

You have been asked to interview someone you know to gather information so you can produce a one-page profile. You will then get their feedback about how accurate the one-page profile is and suggest any improvements you can make.

#### The task is:

Choose an individual who is willing to take part in Task 1 and get their consent.

- Use a person-centred approach to:
  - Plan your interview with your chosen individual
  - Conduct the interview using the following tools to collect information from your chosen individual:
    - Perfect week
    - Good days/bad days
    - Important to/important for
    - Relationship circle
- Use the information you have collected to create a detailed one-page profile for the individual and get their feedback on it
- Review the one-page profile.

Your evidence **must** include:

- Written permission from your individual (or their parent/carer if they are under 18 years old) to use their anonymised information
- Your interview notes and completed documents for the tools you used
- An Interview Authentication Form completed and signed by you and your teacher
- The feedback you collected from your chosen individual.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
<b>P1: Create</b> a plan for an interview with your chosen individual.	<b>M1: Explain</b> in your plan how you will use a person-centred approach when interviewing your chosen individual.	<b>D1: Evaluate</b> the effectiveness of the overall process in creating an accurate, detailed one-page profile.
<b>P2: Conduct</b> an interview with your chosen individual to gather information about them.		
<b>P3: Complete</b> the specified tools with an appropriate level of detail.	<b>M2: Assess</b> how well you used the tools to gather and capture information about your chosen individual.	
<b>P4: Create</b> a detailed one-page profile for your chosen individual using accurate written communication skills.		
<b>P5: Collect</b> feedback on the one-page profile from your chosen individual about how accurately they consider it reflects them as a person.	<b>M3: Analyse</b> how accurate the one-page profile is, using the feedback from your chosen individual.	

### Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	<ul style="list-style-type: none"> <li>The student must obtain written permission from their chosen individual to use their details in their assessment. If the individual is under 18 years old, this requires a signature from a parent/carer. This permission must be submitted with the work.</li> <li>Students will use this individual as the basis for Task 2, so should consider this when choosing the individual.</li> <li>The interview element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria.</li> </ul>
P1	<ul style="list-style-type: none"> <li>The plan for the interview must include details of who will be interviewed, where and when the interview will take place, what questions the student will ask, why they are asking them and how they will complete the interview.</li> </ul>
P3 and 4	<ul style="list-style-type: none"> <li>The level of detail is appropriate if it allows the student to create a detailed one-page profile (P4) and continue their work into Task 2, where they are required to recommend suitable care based on the</li> </ul>

	<p>impact of an impairment (Topic area 2.2). Without enough detail the student may struggle to complete Task 2.</p> <ul style="list-style-type: none"> <li>• For P3 templates can be used to complete the tools and the one-page profile. There are a range of templates available for the tools listed. Students can use any template that is appropriate. To achieve this criterion, students must use <b>all four</b> tools.</li> <li>• For P4, the one-page profile must be based on the information gathered in P3. It must be accurate (Topic Area 3.4), as written communication is assessed in this criterion.</li> </ul>
P2 and P5	<ul style="list-style-type: none"> <li>• For P5 the student must collect feedback from their individual. This can be in the form of notes made by the student based on a conversation with the individual or written feedback from the individual.</li> <li>• An <b>Interview Authentication Form</b> must accompany the work to confirm that the teacher is confident that the student conducted the interview. The form must be signed by the teacher and student. The teacher doesn't need to witness the interview.</li> </ul>
D2	<ul style="list-style-type: none"> <li>• For D2, improvements must relate to the evidence the student has already generated throughout Task 1.</li> </ul>

**Advice:**

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

## Task 2

### Recommending person-centred care and support

Topic Areas 1, 2 and 3 are assessed in this task

You will now use your individual as a case study, as part of the agency's training task.

You have been asked to imagine that the individual develops care needs based on **one** of the two situations given below. You must use the information you have collected about the person to produce an outline plan for their care and support that puts them at the centre of their care.

As part of the training, you will deliver your outline plan to your manager and review what you have done.

**Situation 1:** Your chosen individual from Task 1 has been in a road traffic collision. They have broken their jaw and have had surgery on it. Their jaw has been wired almost shut while it is healing, and it will stay like this for at least eight weeks. They will not be able to chew or eat solid food, or to talk very clearly, during this time.

OR

**Situation 2:** Your chosen individual from Task 1 has suffered a stroke and has partial paralysis down their left side. They have some slight movement in their left arm and hand but cannot move their left leg. This is likely to be permanent.

#### The task is:

- Choose Situation 1 **or** Situation 2 and consider its impact on your chosen individual.
- Assess the care and support needs for your chosen individual arising from the impairment. You must use your one-page profile and the information you gathered in Task 1 to do this.
- Use a person-centred approach to create an outline plan for the care and support for your chosen individual over the next eight weeks to help them with their activities of daily living.
- Meet with your manager and explain to them the outline plan for your individual's care and support and how it will address the individual's needs.
- Review what you have done.

Your evidence **must** include:

- An outline plan for the care and support of your chosen individual.
- The feedback you collected. This could be in the form of notes or a completed questionnaire.
- A Teacher Observation Record Form, signed by you and your teacher.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
<b>P6:</b> Using the one-page profile from Task 1, <b>summarise</b> the care and support needs of your chosen individual because of the impairment in relation to PIES.		<b>D3: Explain</b> how you used person-centred values when creating the outline plan.
<b>P7: Identify three</b> appropriate pieces of equipment to support your chosen individual.	<b>M4: Explain</b> how the equipment identified in P7 can help to address the needs of your chosen individual.	
<b>P8: Describe</b> how family and friends could support your chosen individual to overcome the impact of the impairment.	<b>M5: Explain</b> how the support from family and friends will help your chosen individual in their activities of daily living and to achieve their perfect week.	<b>D4: Evaluate</b> the effectiveness of your outline plan in supporting your chosen individual in their activities of daily living and to achieve their perfect week.
<b>P9: Describe three</b> support services and related practitioners that could be involved in the care and support of your chosen individual and how you access them.	<b>M6: Explain</b> how the support services and practitioners could help your chosen individual in their activities of daily living and to achieve their perfect week.	
<b>P10: Summarise</b> how your use of a person-centred approach will benefit your chosen individual.		
<b>P11: Explain</b> the outline plan using effective communication skills.	<b>M7: Assess</b> the communication skills you used when explaining the outline plan and suggest any improvements.	<b>D5: Explain</b> how you would take into account the factors that enhance and inhibit communication if you were to explain the outline plan to your chosen individual.
<b>P12: Collect</b> feedback about the communication skills you used when explaining the outline plan.		

## Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	<ul style="list-style-type: none"> <li>The outline plan for care and support must cover the next eight weeks of the individual's life. It does not need to include long term planning beyond this time period.</li> <li>The outline care and support plan is made up of the evidence produced by students for P6, P7, P8, P9, P10, M4, M5 and M6.</li> </ul>
P6	<ul style="list-style-type: none"> <li>For P6, students must summarise the individual's care and support needs because of the chosen impairment. The needs must be based on the information in the one-page profile they produced in Task 1. They must consider the individual's: physical, intellectual, emotional and social needs. If students feel that there is no impact on an area of PIES they must provide their reasoning.</li> </ul>
P7	<ul style="list-style-type: none"> <li>For P7, <b>all three</b> pieces of equipment must be relevant and appropriate to address the needs of the individual.</li> </ul>
M4	<ul style="list-style-type: none"> <li>For M4, the explanation must be about how the <b>three</b> pieces of equipment in P7 help to address care needs identified in P6.</li> </ul>
D3	<ul style="list-style-type: none"> <li>For D3 students must explain which values they used and how they used them to create the plan.</li> </ul>
P8	<ul style="list-style-type: none"> <li>For P8, the student must describe how friends and family could be involved with the proposed support for the individual. They must cover <b>all four</b> areas listed in Topic Area 2.4.3 of the specification (advocacy, emotional support, physical support, practical support).</li> </ul>
P9 and M6	<ul style="list-style-type: none"> <li>For criteria P9 and M6, the practitioners and support services need to be relevant to the needs of the individual and must cover health care and social care. These services and practitioners could be local or national. For P9, students need to include how these services are accessed, including the referral process. Refer to support services and practitioners listed in Topic Area 2.4 of the specification.</li> </ul>
P11	<ul style="list-style-type: none"> <li>Teachers must complete a 'Teacher Observation Record' for each student to evidence they have met the criteria. Students must also read and sign it.</li> <li>Students must talk through the outline plan using verbal and non-verbal communication skills. They must explain the outline plan to the teacher, or a peer. If the outline plan is explained to a peer, this must be recorded, so that the teacher can use the recording to complete the Teacher Observation Record. The recording does not need to be submitted to OCR.</li> <li>The teacher or peer must give adequate feedback to enable the student to access P12 and M7.</li> </ul>
P12	<ul style="list-style-type: none"> <li>Students must collect feedback from the teacher or a peer about the communication skills used when explaining the outline care and support plan. They do not need to collect feedback about the content of the plan.</li> </ul>

	<ul style="list-style-type: none"><li>Feedback can be in the form of notes made by the student based on a conversation with the teacher or peer or written feedback from the teacher or peer.</li></ul>
D4	<ul style="list-style-type: none"><li>For D4, this must relate to the perfect week from Task 1. For criterion M7, students must use feedback and self-reflection when assessing their communication skills.</li></ul>
D5	<ul style="list-style-type: none"><li>For D5, students must consider how environmental, interpersonal and/or emotional factors could impact on how they would communicate the outline plan in a face-to-face situation, if their chosen individual were a service user of the agency (Topic Area 3.3).</li></ul>

**Advice:**

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.



# Interview Authentication Form

<b>Student name:</b>	
<b>Qualifications:</b>	<b>OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care (Certificate)</b> <b>OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care (Extended Certificate)</b>
<b>Unit number and title:</b>	<b>F092</b>
	<b>Person-centred approach to care</b>
<b>Task:</b>	<b>Task title: Using a person-centred approach to find out about an individual</b>
	<b>Task number: 1</b>

This form must be attached to the student’s evidence for assessment purposes.

**Student declaration**

**Interview information** (complete this to say who you interviewed, when and where)

I confirm that I completed this interview with the individual above and that my interview notes are a true record of this.

**Student signature**

**Date**

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

**Teacher declaration**

I have authenticated the student’s interview and am satisfied (to the best of my knowledge) that the interview was conducted by the student and is solely their own work.

**Teachers signature**

**Date**

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

# Teacher Observation Record Form

Use this form to record what is observed.

Read the **guidance notes** below the form **before** you complete the form.

**OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care  
(Certificate)**

**OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care  
(Extended Certificate)**

Unit number:	<b>F092</b>
Unit title:	<b>Person-centred approach to care</b>
Task number:	<b>2</b>
Task title:	<b>Recommending person-centred care and support</b>

Student's name:	
Date the activity was completed:	

What extra evidence is attached to the form?	
--	--

The **teacher** fills in this section:

<p>What Assessment Criterion does this activity relate to? <b>P11</b></p>
<p>How does the activity meet the requirements of the Assessment Criterion? You <b>must</b>:</p> <ol style="list-style-type: none"> <li>1. State whether the student explained all the content of their outline plan effectively.</li> <li>2. Give a summary of what was covered.</li> <li>3. Describe how the student used effective communication skills.</li> </ol>

Teacher's name:	
Teacher's signature:	
Date:	

The **student** fills in this section:

I agree with my teacher's description of how I completed this activity		Yes <input type="checkbox"/>
Use this space to make any extra comments.		
Student's signature:		
Date:		

## Guidance notes

**Both** the teacher **and** the student are responsible for completing this form.

The **teacher must**:

- use the form to describe in detail what they observed the student doing.
- give contextualised details of what the student did and how this relates to the Assessment Criteria.
- say how well the activity was completed in relation to the Assessment Criteria with reasons.
- share what they have written with the student and offer the opportunity to discuss if the student disagrees with what is written.
- reach agreement with the student before the work is submitted for moderation.
- sign and date the form as evidence of agreement.

The **student must**:

- reach agreement with the teacher before the work is submitted for moderation.
- use the form to show that they agree with the teacher's record of the activity observed
- sign and date the form as evidence of agreement.

The form **must**:

- be accompanied by extra evidence, as required by the task.
- provide evidence that is individual to the student.

The form **must not**:

- contain a simple repeat of the Assessment Criteria.
- contain just a list of skills.
- be completed by anyone other than the teacher observing the activity and the student completing the activity.
- be written by the student for the teacher to sign.
- be used to evidence achievement of a whole unit or task in isolation.

Sample

## NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
<b>Adapt</b>	<ul style="list-style-type: none"> <li>Change to make suitable for a new use or purpose</li> </ul>
<b>Analyse</b>	<ul style="list-style-type: none"> <li>Separate or break down information into parts and identify their characteristics or elements</li> <li>Explain the different elements of a topic or argument and make reasoned comments</li> <li>Explain the impacts of actions using a logical chain of reasoning</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts</li> </ul>
<b>Calculate</b>	<ul style="list-style-type: none"> <li>Work out the numerical value. Show your working unless otherwise stated</li> </ul>
<b>Classify</b>	<ul style="list-style-type: none"> <li>Arrange in categories according to shared qualities or characteristics</li> </ul>
<b>Compare</b>	<ul style="list-style-type: none"> <li>Give an account of the similarities and differences between two or more items, situations or actions.</li> </ul>
<b>Conclude</b>	<ul style="list-style-type: none"> <li>Judge or decide something</li> </ul>
<b>Describe</b>	<ul style="list-style-type: none"> <li>Give an account that includes the relevant characteristics, qualities or events</li> </ul>
<b>Discuss</b> (how/whether/etc)	<ul style="list-style-type: none"> <li>Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>Make a reasoned qualitative judgement considering different factors and using available knowledge/experience</li> </ul>
<b>Examine</b>	<ul style="list-style-type: none"> <li>To look at, inspect, or scrutinise carefully, or in detail</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>Give reasons for and/or causes of something</li> <li>Make something clear by describing and/or giving information</li> </ul>
<b>Interpret</b>	<ul style="list-style-type: none"> <li>Translate information into recognisable form</li> <li>Convey one's understanding to others, e.g. in a performance</li> </ul>
<b>Investigate</b>	<ul style="list-style-type: none"> <li>Inquire into (a situation or problem)</li> </ul>
<b>Justify</b>	<ul style="list-style-type: none"> <li>Give valid reasons for offering an opinion or reaching a conclusion</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>Do detailed study in order to discover (new) information or reach a (new) understanding</li> </ul>
<b>Summarise</b>	<ul style="list-style-type: none"> <li>Express the most important facts or ideas about something in a short and clear form</li> </ul>

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

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