

SPORT STUDIES

Examiners' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Sport Studies

J829

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R184 January 2024 series

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Contents

- Introduction3
- R184 series overview4
- Section A overview6
 - Question 1 (a), (b), (c) and (d).....6
 - Question 28
 - Question 38
 - Question 49
 - Question 59
 - Question 6 (a).....10
 - Question 6 (b).....10
 - Question 6 (c)11
 - Question 7 (a).....12
 - Question 7 (b).....12
- Section B overview14
 - Question 8 (a).....14
 - Question 8 (b).....14
 - Question 9 (a).....15
 - Question 9 (b).....15
 - Question 9 (c)16
 - Question 10 (a).....16
 - Question 10 (b).....17
 - Question 11 (a).....18
 - Question 11 (b).....19
 - Question 1219
 - Question 13 (a).....19
 - Question 13 (b).....20
- Section C overview21
 - Question 1421
 - Question 15*23

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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R184 series overview

This component makes candidates aware of the current and ever-changing contemporary issues in sport.

Candidates need to be prepared to answer a range of question types including multiple choice, completion of tables, short answer questions (including a range of command words such as identify, describe and explain) and the extended response question where the candidate's quality of written communication is taken into account. Candidates who do well on this paper are able to apply knowledge and have a good understanding of the main topic themes using practical examples from a range of different sports.

Centres are reminded that mark schemes are used as a basis for judgements and each examiner's professional judgement is used to determine where marks are given based on a rigorous standardised procedure. Examiners use ticks to indicate the number of marks given for all questions apart from the extended response question.

The extended response question is assessed against a levels-based mark scheme. This mark scheme is separated into three different levels. These levels include statements related to the quality of written communication. The levels scheme also includes indicative content and this is taken into consideration when awarding marks with examiners using the following annotations: KU – knowledge points; DEV – developed of knowledge; EG – use of applied relevant sporting examples where appropriate.

Most questions were attempted by most of the candidates. There was evidence of well prepared candidates who demonstrated their subject knowledge by producing well-structured responses, with a most of those responses meeting the requirements of the command verb and confidently using specific terminology.

Some candidates made use of extra pages mainly for the extended response question. The success of the information provided on the extra pages was mixed with some demonstrating excellent detail and others showing a lack of focus and attention to the question. Candidate responses on most of the other questions showed focused responses and were guided by the number of lines provided for the answer. It was very good practice and very helpful for examiners when candidates put a note on any questions that had been continued on extra pages.

Centre staff and candidates are reminded about the following:

Crossed Out Responses

When a response has been crossed out and they have 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. It is good practice therefore to draw one single line through a crossed out response.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be given, even if one of the responses is correct.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none">• read the question carefully and ensured their response focused on the relevant topics within the question• correctly differentiated between barriers, solutions, factors and values• used a variety of sporting examples when explaining the factors which impact the popularity of sports in the UK• knew the difference between sportsmanship and etiquette and could describe this using relevant sporting examples• demonstrated a good understanding of positive and negative aspects of hosting a major sporting event• correctly differentiated between the different features of major sporting events• showed an understanding of specific terminology regarding the use of technology in sport and could produce a balanced argument of both the positive and negative effects for the extended response question.	<ul style="list-style-type: none">• did not take into account when a question included a scenario, with responses focusing on specification content in general without applying their knowledge to the scenario, e.g. user group• struggled to differentiate between sportsmanship and sporting etiquette during descriptions and sporting examples• demonstrated limited knowledge and understanding of the factors which impact on the popularity of sports within the UK• did not include a number of valid sporting examples within their response• showed a lack of understanding when recalling and describing the different Olympic and Paralympic values• showed a lack of understanding regarding the positive and negative effects of technology in sport finding it very difficult to produce many knowledge and developed points.

Section A overview

Section A of the paper consists of seven questions with most the questions being assessed using Performance Objective 1. Section A begins with several multiple choice questions before leading onto several other question styles using a variety of command words including: state; identify; describe; explain. Candidates are required to apply their knowledge of the R184 specification topics to produce answers that are relevant to the questions being asked.

Question 1 (a), (b), (c) and (d)

1

(a) Which **one** of the following is not a value that can be promoted through sport?

Tick (✓) the correct answer.

(a) Ability

(b) Citizenship

(c) Excellence

(d) Fairplay

[1]

(b) Which **one** of the following is a one-off major sporting event?

Tick (✓) the correct answer.

(a) All England Open Badminton Championships

(b) British Open Golf

(c) Football World Cup finals

(d) Wimbledon Tennis Championships

[1]

(c) Which **one** of the following is a regular and recurring major sporting event?

Tick (✓) the correct answer.

(a) FA Cup Final

(b) Olympic Games

(c) Ryder Cup

(d) Six Nations Rugby Championships

[1]

(d) Which **one** of the following is a negative impact of the use of Performance Enhancing Drugs on sport?

Tick (✓) the correct answer.

(a) Damage to the performer's reputation

(b) Increased positive media attention

(c) Increased sponsorship

(d) Reduced participation levels

[1]

These questions were generally well answered by most candidates. Few candidates did not score at least 1 mark across Questions 1 (a) to 1 (d), with most candidates being given 3 marks and above. Candidates demonstrated a good understanding of the different sporting events throughout Question (a) to (c). When candidates didn't get 4 out 4 marks for these questions, it was usually due to an incorrect response for Question 1 (d).

Assessment for learning



Candidates must always pay very close to the question and what it demands of them to make sure that responses are focused on the question giving the response every opportunity to be given marks. An example of this was seen on many occasions during candidates' responses to Question 1 (d). Many candidates answered 'damage to performer' for Question 1 (d) instead of 'reduced participation levels'. Candidates needed to have paid closer attention to the question and its focus on sport instead of an individual performer.

Question 2

2 Identify **three** different user groups who might participate in sport.

1

2

3

[3]

Candidates who did well on this question generally identified three user groups, using mainly teenagers, young children, parents and disabled people. In the best responses, candidates used exact terms from the specification. When candidates didn't perform as well, the responses were vague stating 'children' and 'elderly' instead of the specific terms of 'young children' and 'retired people' from the specification.

Question 3

3 Complete the table below stating whether each value is either an Olympic or Paralympic value.

Value	Olympic or Paralympic value
Courage	
Determination	
Inspiration	
Excellence	
Respect	

[5]

This was a very well answered question with good subject knowledge demonstrated regarding the different values. Most candidates knew the difference between Olympic and Paralympic values, with many candidates being given 3 marks and above.

Question 4

4 State **three** factors that can impact on the popularity of sport in the UK.

- 1
- 2
- 3

[3]

This was generally a well answered question with most candidates gaining at least 2 marks out of a possible 3 demonstrating very good knowledge of the factors that can impact on the popularity of sport in the UK. Popular responses included 'media coverage', 'role models' and 'environment'. Where candidates were not given marks, it was for vague responses mainly regarding one word response, 'media', 'participation' and 'provision'. It should be reinforced with candidates that it is always better if these factors are written identically from the specification.

Question 5

5 Hosting a major sporting event can have drawbacks for a city or country pre event and during the event.

Draw lines to show whether the four drawbacks of hosting a major sporting event happen either pre event or during the event.



[4]

Candidates showed a very good understanding of the drawbacks of hosting a major sporting event, with most correctly identifying whether the drawbacks were pre or during the event. Most candidates were given all 4 marks.

Assessment for learning



Candidates need to be reminded that when drawing lines to identify their response, they must make it clear which answer their line is going to. They should also make it very clear if they change their mind which line is to be marked by crossing out the incorrect response.

Question 6 (a)

6

(a) Describe the term sporting etiquette for performers.

.....
..... [1]

This was generally a well answered question with candidates being able to identify the key phrase of 'unwritten rules.' When candidates were not given marks, it was due to confusing sporting etiquette with sportsmanship and focusing on respect in their answer.

Question 6 (b)

(b) Describe, using different sports, **two** examples of etiquette and sporting behaviour that can be demonstrated by a performer.

1

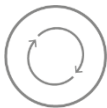
.....

2

..... [2]

This question proved to be a discriminator among candidates. Most candidates showed some understanding of etiquette within a sporting setting but found it difficult in many cases to provide two valid sporting examples. The most popular response was focused on football and kicking the ball out of play when an opposition player is injured. When candidates were not given marks, it was either because the response focused on sportsmanship rather than sporting etiquette, for example 'shaking hands', or for not making the sport clear enough within the response.

Assessment for learning

 The differentiation between sporting etiquette and sportsmanship needs to be an area of focus for centres and their candidates to make sure that candidates understand the differences and can provide several sporting examples for both terms.

Question 6 (c)

(c) Other than respecting the sport and its participants, state **three** reasons why it is important for performers to demonstrate positive etiquette and sporting behaviour.

1

.....

2

.....

3

.....

[3]

Generally, this was a well answered question showing a good understanding of the importance of demonstrating positive etiquette and sporting behaviour. The most common responses observed were: demonstrating fair play; acting as role models for children; increasing the sport's reputation. Those candidates showing a limited understanding regarding this question, sometimes used respect within their response, which is not an acceptable response as it is included in the question. Candidates, who were not given between 2 to 3 marks, usually included responses relating to the individual and not the sport and made a number of repeated points from marking point 6 on the mark scheme, for example 'increase sports reputation' and 'increased participation levels'.

Question 7 (a)

7

(a) Identify **three** emerging sports within the UK.

1

2

3

[3]

Generally, this was a well answered question with candidates usually being given between 2 to 3 marks. The most popular responses observed were, handball, pickleball, padel, footgolf and ultimate frisbee. When candidates did not gain full marks, it was for either not providing three responses or for giving a gender specific version of a sport, i.e. women's football.

Question 7 (b)

(b) Media coverage and role models are two different factors that can impact on the popularity of sport in the UK.

Explain how these factors could impact on popularity levels of an emerging sport.

Media coverage

Explanation

.....

.....

Role models

Explanation

.....

.....

[2]

This question proved to be a discriminator among candidates, with successful responses gaining both marks. Candidates should be encouraged to always make sure they answer the question and in this case the candidates had to explain the impact on popularity. When candidates weren't given marks for this question, it was because they did not state what the impact on popularity would be on either increase or decrease because of media coverage or role models.

Assessment for learning



It is very important in these types of questions that candidates really focus in on what the question demands are. To be given marks, candidates must state the impact on popularity and make it very clear, i.e. increased media coverage makes people more aware helping to make the sport more popular.

Exemplar 1

Explanation *IF the media covers the sport ~~then~~ then people that have never heard of the sport will see it and want to play and take part in the sport*

Role models

Explanation *IF the sport has a lot of role models people will look up to them and want to be like them ~~it~~ it will make the sport more fun to watch* [2]

This exemplar demonstrates where a candidate has correctly explained the impact in one response but not in another, resulting in 1 mark out of a possible 2. The candidate correctly explains for media coverage that if a sport is covered in the media, people who have never heard of it will see it and want to play the sport. This response explains that more people will be aware of the sport and will want to play, which is an equivalent for increased participation causing increased popularity. In the second response, the candidate doesn't make the impact clear as they just state more fun to watch rather than more people will watch or increasing the sport's popularity.

Section B overview

Section B of the paper consists of six questions assessing a mixture of Performance Objectives 1 and 2. This section includes a mixture of question types and command words with some questions using scenarios focusing on a particular user group.

Question 8 (a)

8

(a) Hiro is a 13 year old wheelchair user who would like to begin playing sport.

Identify **three** barriers that might prevent Hiro from regularly taking part in sport.

- 1
- 2
- 3

[3]

Many candidates were given between 2 to 3 marks for this question demonstrating a very good understanding of the specific barriers that could face Hiro as a wheelchair user. Candidates overall demonstrated a good understand of the scenario providing responses including key terms from the mark scheme such as 'suitable', 'specialised' and 'adapted'. It was when candidates didn't refer to these terms within their responses, giving vague answers including 'transport' on its own, 'equipment' and a 'lack of provision', without identifying what provision was lacking.

Question 8 (b)

(b) Identify **two** ways a local leisure centre could help Hiro take part in sport more regularly.

- 1
- 2

[2]

When candidates showed a good understanding in the previous Question 8 (a) it usually transferred to very good responses in this question. The most popular responses from candidates were 'disabled only sessions', 'specialised equipment' and to 'provide transport'. Common errors relating to this question was again the lacking on key terms such as 'adapted' or 'specialised' instead just stating more 'sessions', 'coaches' or 'equipment'.

Question 9 (a)

- 9
(a) Suggest **three** reasons why a country would bid to host a major sporting event such as the Football World Cup.

1

.....

2

.....

3

.....

[3]

This was generally a well answered question by candidates, with the more popular responses including: improved reputation; increased employment; increased tourism. Some candidates, who didn't perform as well on this question, were less specific in their answer providing vague responses. These responses included 'tourism' on its own, answers linked to 'money', 'litter', and 'noise' and on occasions made repeated points from marking point 1 on the mark scheme. Some candidates also stated responses linked to 'increased income' but did not link these responses to the local economy.

Question 9 (b)

- (b) Qatar hosted the 2022 World Cup Finals. An event of this size will have both benefits and drawbacks to the host nation.

Describe how the following can be drawbacks to a host nation.

Poor sporting performance by the home nation/team

.....

.....

Poor organisation during the event

.....

.....

[2]

This was a well answered question by most candidates. The more popular responses were answers relating to a negative reputation for both aspects of the question.

Question 9 (c)

(c) Some countries have experienced major problems after hosting a major sporting event.

Describe **two** potential drawbacks for the hosts **after** a major sporting event.

1

.....

2

.....

[2]

Candidates showed a very good understanding of the potential drawbacks for the hosts after a major sporting event. The more common responses from candidates included: facilities going unused after; loss in reputation; jobs lost after the event. Candidates discussing a loss in revenue must make sure to include the key phrase, 'debt'. Many candidates weren't given this point from the mark scheme as they stated that the event was very expensive, which is a vague response and doesn't imply a debt being incurred.

Question 10 (a)

10

(a) Identify a sporting National Governing Body within the UK.

..... [1]

This was an excellently answered question with most candidates being given the 1 mark available for this question. When candidates weren't given marks, it was mainly due to responses including other sporting organisations such as 'Sport England'.

Question 10 (b)

(b) Ensuring equal opportunities within their sport is one method a National Governing Body (NGB) uses to promote participation within their sport.

Suggest **three** other ways an NGB can help promote participation and explain how this might increase participation levels.

1

Explanation

.....

2

Explanation

.....

3

Explanation

.....

[6]

This question proved to be a discriminator among candidates, with very few candidates being given above 4 marks. Candidates found it a lot easier to state the method of promoting participation with many getting all 3 marks for this aspect of the question. The most common methods stated by candidates were 'media coverage', 'role models' and 'training coaches.' Most candidates found it difficult to get marks for the explanation side of the question. The second marking point required candidates to explain how their chosen methods would help increase participation levels. Candidates usually included the first part of the response from the mark scheme but lacked the second aspect explaining how this could impact on increased participation levels. For example, candidates stated training of coaches and then increased number of coaches in the explanation box but didn't further explain that this would provide more training increasing participation levels.

Assessment for learning



It is very important in these types of questions that candidates really focus in on what the question demands are. To be given marks, candidates must explain how the method can increase participation levels. This should be an area of focus for centres and their candidates to make sure that candidates can access all of the marks on offer when discussing questions linking to participation and popularity levels. It is also crucial that candidates fully understand the demands of different questions and the command words used and how their response needs to differ based on the command words used in the question.

Exemplar 2

1 by increasing provision
 Explanation More people will recognise the sport and clubs, and would want to participate

2 Women only session or disable only sessions
 Explanation This would make more people comfortable to participate in.

3 increase in role models
 Explanation If there are more role models to look up to people will feel more comfortable, and motivated to participate. [6]

This exemplar demonstrates perfectly where a candidate has correctly stated two methods that are used to promote participation, but also explains one of them sufficiently getting 3 out of a possible 6 marks. The candidate correctly identifies 'increasing provision' and 'role models' for the methods of promoting participation. The candidate does get an explanation mark for 'role models' for explaining that increased role models mean more people will be motivated to take part. The candidate did not get the explanation mark for their point linked to increased provision, as they do not refer to increased facilities allowing more people to take part. It should also be noted that the second response did not receive marks and so the explanation point, even if it contains valid content, cannot be given

Question 11 (a)

11
 (a) Sporting initiatives are devised to solve an issue within sport, such as 'This Girl Can', which aims to get all women and girls involved within sport regardless of size, ability or age.

Identify a different sporting initiative to the one named above and describe the main aim of that initiative.

Initiative

Aim

.....

[2]

This was generally a very well answered question by most candidates. The most popular initiative used by candidates was 'Kick It Out' and when this initiative was used, candidates usually were given the mark for the aim.

Question 11 (b)

(b) Identify **two** sources of funding available to an NGB to help fund initiatives such as 'Tennis for Kids'.

1

2

[2]

This was a very well answered question by most candidates demonstrating a very good understanding of the funding available to NGBs. The most common responses included 'government grants', 'lottery' and 'sponsorship'. Where candidates were not given 2 marks for this question, it was usually for vague responses including just the term 'grants' and for stating 'charity', both of which are vague for point 1 and 4 respectively from the mark scheme.

Question 12

12 State the aim of the World Anti-Doping Agency (WADA).

.....

..... [1]

Generally, this was a very well answered question with most candidates demonstrating good knowledge of the aims of WADA including phrasing referring to the eliminating or reducing PED use within sport. The most common candidate mistake, resulting in no marks, was for stating that WADA's aim was to be responsible for testing athletes for PEDs. Although this is part of their remit, it is not their aim.

Question 13 (a)

13
(a) Describe **two** reasons why athletes use Performance Enhancing Drugs.

1

.....

2

.....

[2]

This was an excellently answered question by most candidates demonstrating a very good understanding of why some athletes do take PEDs. Candidates were usually given both marks and when this wasn't the case, one or both of the responses were blank. Most common responses related to 'improvements in performance', 'improved fitness', 'masking pain' and 'faster recovery'. Some candidates weren't given marks as their answers were related to the sport instead of the individual i.e. to 'increase the reputation of the sport'.

Question 13 (b)

(b) Describe **two** reasons why athletes should not use Performance Enhancing Drugs.

1

.....

2

.....

[2]

This was an excellently answered question by most candidates demonstrating a very good understanding of why athletes should not take PEDs. Candidates usually were given both marks and when this wasn't the case, one or both of the responses were left blank. Most common responses related to 'damaging health', 'negative role models' and various sanctions. Some candidates were not given marks as their answers were related to the sport instead of the individual i.e. 'to decrease the reputation of the sport'.

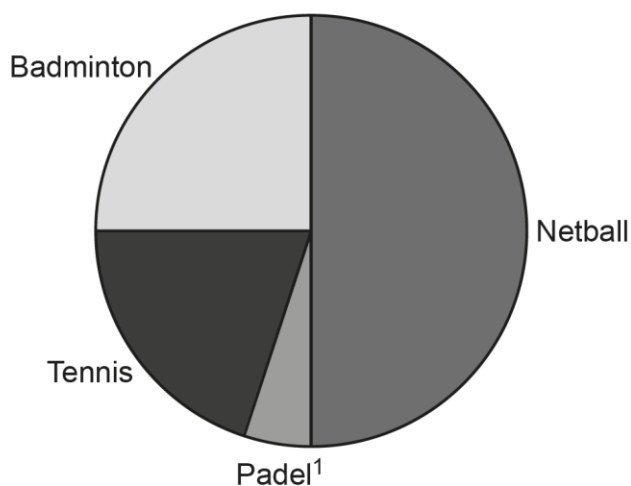
Section C overview

Section C of the paper consists of two questions assessing Performance Objectives 2 and 3. Candidates are required to interpret data and provide reasons and explanations within their answers. Section C concludes with an 8-mark question focusing on the command word discuss. Candidates within this question are assessed not only on the answers that they provide, but also their quality of written communication with the use of a levels-based mark scheme.

Question 14

14 The image below shows participation levels for four sports within the UK.

Fig. 1: Participation percentages of four sports within the UK



Using Fig. 1 and your knowledge of factors that impact the popularity of sport in the UK:

Explain **two** possible reasons for the difference in participation levels between Netball and Padel.

Reason 1

Explanation

.....

.....

Reason 2

Explanation

.....

.....

[4]

This question proved to be a discriminator among candidates, with very few candidates being given all 4 marks. As with similar questions asking for a reason/factor and then an explanation, candidates found the first aspect of the question more accessible and found it difficult to provide a reasoned explanation that was linked to their stated reason. The most popular responses seen were: media coverage; role models; success of teams and individuals. The question focuses on participation and when candidates weren't given marks for their explanation, it was usually for not relating their answer to a decrease or increase in participation levels.

Assessment for learning



A common mistake observed on this question related to the confusion from candidates regarding the terms 'accessibility' and 'acceptability'. There were some candidates that stated social accessibility, which is a vague answer as it is close to a term from the specification but not close enough. Candidates need to know the difference between the two terms and not use them interchangeably in their responses.

Exemplar 3

Reason 1 ~~There are more facilities for netball than padel~~ Facilities.....
 Explanation There are more facilities for Netball than Padel. So more people can play Netball.....

 Reason 2 Media exposure.....
 Explanation Netball has more media exposure than Padel. So more people are wanting to play netball.....

This is an example of a very good response being given all 4 available marks. The candidate was given 2 marks for the reasons for stating 'facilities' and 'media exposure'. Note that 'media exposure' has been given, as coverage on the mark scheme for this question is not underlined, as it is in Question 4 since the question is asking for specific terms from the specification. This is unlike Question 14 as this question asks for two possible reasons for the difference in participation levels. The candidate for each reason goes onto explain how these have an impact on participation levels, so more people can play netball and so more people are wanting to play netball.

Question 15*

15* Technology is the application of scientific knowledge for a practical purpose.

It has become a major part of many sports around the world.

Discuss, using examples, the effect of technology in sport.

You should include:

- positive effects of the use of technology in sport
- negative effects of the use of technology in sport
- examples of the use of technology within sport.

.....

.....

.....

.....

.....

.....

..... [8]

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Many candidates demonstrated a fluent and well-planned response, others less so and showed a lack of overall structure and grammatical/spelling accuracy. The more successful responses tended to refer to all parts of the question.

Some candidates impressed through their knowledge and understanding of this part of the specification and were able to effectively discuss both the positive and negative effects of technology in sport using a range of examples.

The less successful responses simply identified the effects of technology rather than give an explanation. These responses were also too vague, focusing on one aspect of the question instead of a balanced response and rarely developed their points with no use of practical examples.

It is important for candidates to carefully read the question and identify exactly what is required by the question. Candidates that showed a good understanding of the effects of technology in sport were well prepared by their centres using the factors listed in the specification and also could provide a range of sporting examples.

Assessment for learning



It is always good practice to reinforce with candidates the structure when answering the extended response question. If candidates can make several points related to the question, in this case an effect of technology (KU – knowledge point), develop that point (DEV) while including a range of sporting examples (EG), it will stand them in a great position to achieving marks within the upper levels for these types of questions.

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