CAMBRIDGE
OCR

Higher

GCSE

Physics A Gateway

J249/04: Paper 4 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2026

Cambridge OCR is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. Cambridge OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© Cambridge OCR 2026

Marking Instructions

Preparation For Marking

1. RM Assessor

- Access and complete the on-screen marking training packages: OCR Examiner Training (RMA3).
- Read the mark scheme and question paper for this component or unit.
- The mark scheme and question paper are available in RM Assessor or on your Component Page if you use the Training Platform for standardisation.
- Log in to RM Assessor and mark the **required number** of practice scripts and the **required number** of standardisation scripts.

Marking

2. General Guidance

- Mark strictly to the mark scheme.
- Marks awarded must relate directly to the marking criteria.
- If you are in any doubt about applying the mark scheme, consult your Team Leader by phone, email or via the RM Assessor messaging system.
- It is **essential** that you meet the RM Assessor 50% and 100% batch deadlines. For traditional marking this will be 40% and 100%. If you experience problems, contact your Team Leader without delay.
- 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 6.

- The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Use these comments when checking your practice responses. **Do not use the comments box for any other reason.**

- **Before the end of the marking period** send a brief report on the performance of candidates to your Team Leader via email. The report should contain notes on strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

3. No Response and Crossed-out Answers

Using the No Response (NR) option. Only mark as NR if:

- the answer space is blank
- there is only a comment not related to the question (e.g., 'can't do', 'don't know')
- there is only a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Enter 0 marks for an attempt that earns no credit (including copying out the question). Do **not** use NR.

Crossed-out answers
If a candidate has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a candidate has crossed out an answer and **not** written a clear alternative, mark the crossed-out answer if it is readable.

4. Responses with more answers than needed

- **Multiple-choice question answers**
When a multiple-choice question has only **one** correct answer and a candidate has written two or more answers (even if one of these answers is correct), do **not** award a mark.

When a multiple-choice question asks candidates to select **more than** one option the marking guidance from your Principal Examiner will ensure consistency of approach.

Contradictory answers in points-based questions
Do **not** award any marks, even if one of the answers is correct.

- **Rubric error answers – optional questions**
  Where candidates have a choice of question/s and they provide more answers than required, all responses are marked and entered into RM Assessor. The highest mark allowable within the rubric will automatically be selected.

- **Questions that ask for a set number (including 1) of short answers or points**
  Mark only the **first set number** of answers/points. (e.g. **two** reasons for something)

  First mark the answers/points against printed numbers on the answer lines. Mark the first answer/point against each printed number. **Second**, if candidates have not followed the printed numbers, mark the answers/points from left to right on each line. **Third,** mark line by line until the set number of answers/points have been marked. Do **not** mark any remaining answers/points.

  Examiners should use their own judgement to decide if a 'second answer' on the same line is adding more detail to the first answer, or if it is a completely separate answer.

- **Short Answer Questions** (requiring a more developed response, worth two or more marks)
  If the candidates are required to provide a description of, for example, three items and four items are provided, mark line by line until the set number of descriptions have been marked (it is unlikely a candidate will provide more than one response on each line in this scenario).

- **Longer Answer Questions** (requiring a developed response)
  If a candidate has written two or more answers to a question that only requires one (developed) answer, only mark the first answer (which has not been crossed out).

5. Questions using levels of response (LoR):

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

Level of response question on this paper is **19b.**

6. Annotations available in RM Assessor

Annotation	Meaning
	Correct response
	Incorrect response
	Omission mark
	Benefit of doubt given
	Contradiction
	Rounding error
	Error in number of significant figures
	Error carried forward
	Level 1
	Level 2
	Level 3
	Benefit of doubt not given
	Noted but no credit given
	Ignore

7. Abbreviations, annotations and conventions used in the mark scheme (including subject-specific conventions).

Abbreviation / Annotation	Meaning
/	Alternative and acceptable answers for the same marking point
✓	Separates marking points
DO NOT ALLOW	Answers which are not worthy of credit
IGNORE	Statements which are irrelevant
ALLOW	Answers that can be accepted
( )	Words which are not essential to gain credit
__	Underlined words must be present in answer to score a mark
ECF	Error carried forward
AW	Alternative wording
ORA	Or reverse argument

8. Subject-specific Marking Instructions

Introduction

Your first task is to familiarise yourself with:

- the specification, especially the assessment objectives
- the question paper and any inserts or resource booklets
- the mark scheme, including annotation requirements
- the administrative procedures related to the marking process.

The administrative procedures are set out in the OCR booklet **Instructions for Examiners**.

If you are examining for the first time, please read **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

All relevant training materials are accessed from the Training Platform.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

The breakdown of Assessment Objectives for GCSE (9-1) in Physics A:

	Assessment Objective
AO1	**Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.**
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	**Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.**
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	**Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.**
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

For answers to Section A if an answer box is blank ALLOW correct indication of answer e.g. circled or underlined.

Question	Answer	Marks	AO element	Guidance
1	A	1	2.1	
2	A	1	2.1	
3	D	1	1.1	
4	B	1	1.1	
5	B	1	1.1	
6	C	1	1.1	
7	D	1	1.1	
8	B	1	1.1	
9	A	1	1.1	
10	A	1	1.1	
11	A	1	1.1	
12	D	1	1.1	
13	C	1	2.1	A: 426 ÷ 3 B: 426 ÷ 2 C: (426 ÷ 3) × 2 D: (426 × 3) ÷ 2
14	D	1	2.1	
15	C	1	1.1	

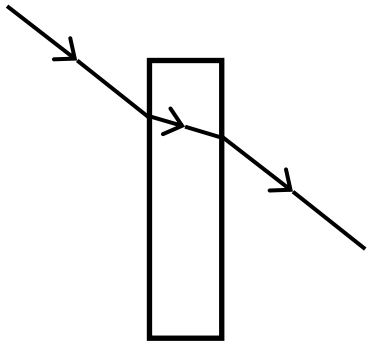
Question			Answer	Marks	AO element	Guidance
16	(a)	(i)	(Step-up) transformer ✓	1	1.1	**IGNORE** step-down
		(ii)	**A** increases voltage **and B** decreases voltage ✓	1	1.1	**ALLOW A** decreases current **and B** increases current **ALLOW A** is step-up transformer **and B** is step-down (**A** is step-up may be seen in **16(a)(i)**) **ALLOW A** steps-up potential difference/p,d, **and B** steps-down potential difference/p.d. **ALLOW A** has more turns on the secondary coil than on the primary coil **and B** has more turns on the primary coil than on the secondary coil
	(b)		**First check the answer on the answer line** **If answer = 504 (MW) award 3 marks** Substitution: (power =) 12000 x 42000 ✓ Evaluation: (power =) 504 000 000 (W) ✓ Conversion: (power =) 504 (MW) ✓	3 **2.1** **2.1** **1.2**		**ALLOW** 3 marks for 500 (MW) **ALLOW** 2 marks for 5.04×10^{n} (incorrect or missing unit conversion) **ALLOW** 2 marks for 5.0×10^{n} if substitution seen
	(c)		Less than ✓ Greater than ✓	2	**2 × 2.1**	**ALLOW** underlining or ticking but ringing takes precedence

Question			Answer	Marks	AO element	Guidance
17	(a)	(i)	Wavelength (of radiation detected) is increased (as galaxy moves away) ✓	1	1.1	**ALLOW** wavelength gets longer/is stretched/shifts towards red end (of spectrum) **ALLOW** frequency (of radiation detected) is decreased (as galaxy moves away) **IGNORE** wavelength of galaxy's waves/movement increases **DO NOT ALLOW** changes speed of light / changes wave speed
		(ii)	Galaxy B ✓ **Any one from:** Galaxies that move away at a greater speed show greater redshift ✓ Galaxies that are further away show more redshift ✓	2	2 × 2.1	If galaxy B is not chosen, zero marks for the question **ALLOW** it is moving at greatest speed **ALLOW** it is moving with greatest acceleration **ALLOW** it is furthest away (from the Earth)
		(iii)	Increases ✓ Expanding ✓	2	2 × 2.1	 **ALLOW** (idea that universe) started from the Big Bang
	(b)		**First check the answer on the answer line** **If answer = 54 (%) award 2 marks** Substitution: (percentage=) 163200 (×100) ÷ 300000 ✓ Evaluation: (percentage=) 54 (%) ✓	2	2 × 1.2	 **ALLOW** any answer that rounds to 54 (%) **ALLOW** 1 mark for use of incorrect galaxy with substitution seen 1272: any answer that rounds to 0.42 (%) 5040: any answer that rounds to 1.7 (%) 17520: any answer that rounds to 5.8 (%)

Question			Answer	Marks	AO element	Guidance
17	(c)		Speed divided by distance for one data pair ✓ Speed divided by distance for second data pair ✓ Two constants calculated at 2.4×10^{n} ✓ Explanation: distance is (directly) proportional to the speed as the constant is the same for both galaxies ✓	4	2.1 2.1 2.1 3.2b	17520 ÷ 0.73 163200 ÷ 6.8 5040 ÷ 0.21 1272 ÷ 0.053 All constants calculated must be the same **DO NOT ALLOW** zero as a value for the constant **ALLOW** they are (directly) proportional as the constant is the same for both galaxies **ALLOW** yes because the constants/answers are the same for both galaxies **ALLOW ECF** for explanation consistent with calculations shown **ALLOW** maximum of 3 marks if the inverse of the equation is used **ALLOW** maximum of 2 marks for a ratio approach using data from the table instead of using the equation given, e.g. 0.73/0.21 = 17520/5040 = 3.5

Question			Answer	Marks	AO element	Guidance
18	(a)		Direction of bar movement is perpendicular to direction of waves/motion/energy ✓	1	1.1	**ALLOW** direction of oscillation/vibration is perpendicular to direction of waves/motion/energy **ALLOW** it is perpendicular to direction of waves/motion/energy
	(b)		**First check the answer on the answer line** **If answer = 6.7 (Hz) award 2 marks** Substitution: (frequency =) 20 ÷ 3.0 ✓ Evaluation: (frequency =) 6.7 (Hz) ✓	2	2 × 2.1	 **ALLOW** any answer that rounds to 6.7
	(c)	(i)	**First check the answer on the answer line** **If answer = 0.26 (m/s) award 3 marks** Rearrangement: (speed =) distance travelled ÷ time ✓ Substitution: (speed =) 0.39 ÷ 1.5 ✓ Evaluation: (speed =) 0.26 (m / s) ✓	3	 1.2 2.1 2.1	 **ALLOW** substitution and rearrangement in either order
	(c)	(ii)	**First check the answer on the answer line** **If answer = 0.065 (m) award 3 marks** Rearrangement: (wavelength =) speed ÷ frequency ✓ Substitution: (wavelength =) 0.26 ÷ 4.0 ✓ Evaluation: (wavelength =) 0.065 (m) ✓	3	 1.2 2.1 2.1	 **ALLOW** substitution and rearrangement in either order **ALLOW ECF** for wave speed from **18(c)(i)** **ALLOW** 2 marks maximum if frequency calculated in **18(b)** is used, e.g. 6.7 (Hz)

Question			Answer	Marks	AO element	Guidance
18	(c)	(iii)	(Idea of) use camera / take photograph/video ✓ Ruler placed in frame of photograph / next to waves ✓ Measure over multiple waves and divide by number of wavelengths measured✓	3	3 × 3.3a	**ALLOW** use of strobe (light) **ALLOW** use a ruler to measure length of wave(s) if strobe (light) method used
		(iv)	**Any two from:** Wavelength not measured accurately / length of tank not measured accurately ✓ Human reaction time (affected time measurement) / time for one wave not measured accurately ✓ (Idea of) number of waves not counted accurately ✓	2	2 × 3.1b	**ALLOW** it is not measured accurately

Question			Answer	Marks	AO element	Guidance
19	(a)	(i)	Refraction towards normal at first boundary ✓ Refraction away from normal at second boundary and parallel to incident ray ✓ 	2	2 × 2.2	**IGNORE** arrows and normal lines drawn **DO NOT ALLOW** horizontal line through the glass **ALLOW** parallel by eye
		(ii)	Speed of light changes (when it enters/leaves glass) ✓ **BUT** Speed of light decreases when entering the glass **and** increases when leaving the glass ✓✓	2	2 × 1.1	**DO NOT ALLOW** idea of frequency changing for both marking points **ALLOW** light is refracted (when it enters/leaves glass) **ALLOW** light slows down when it enters glass **ALLOW** light speeds up when it enters air / leaves glass **ALLOW** wavelength changes when it enters/leaves glass **ALLOW** wavelength decreases when entering the glass **and** increases when leaving the glass **IGNORE** idea of bending towards/away from the normal

Question			Answer	Marks	AO element	Guidance
		(iii)	Blue (wavelength/frequency) is reflected (by the wall) ✓ (All) other wavelengths/frequencies/colours are absorbed (by the wall) ✓	2	2 × 1.1	

Question			Answer	Marks	AO element	Guidance
19	(b)	*	**Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.** **Level 3 (5–6 marks)** Detailed identification of which electromagnetic waves cannot pass through the atmosphere and explanation of why this is beneficial to humans **AND** Detailed identification of which electromagnetic waves can pass through the atmosphere and explanation of why this is beneficial to humans *There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 2 (3–4 marks)** Clear identification of which electromagnetic waves cannot pass through the atmosphere and explanation of why this is beneficial to humans **AND** Clear identification of which electromagnetic waves can pass through the atmosphere and explanation of why this is beneficial to humans **OR** Detailed identification of which electromagnetic waves cannot pass through the atmosphere and explanation of why this is beneficial to humans **AND**	6	4 x 1.1 2 x 2.1	**AO1.1 – Demonstrate knowledge and understanding of the benefits of the relevant parts of the EM spectrum passing through the atmosphere** For example: • Radio waves used to communicate (with satellites/spacecraft) • Microwaves used to communicate (with satellites/spacecraft) • Infrared warms the Earth / solar panels • Visible light is needed for humans to see / photosynthesis / solar cells/panels • UV produces vitamin D **AO1.1 – Demonstrate knowledge and understanding of the benefits of the relevant parts of the EM spectrum not passing through the atmosphere** For example: • UV causes cell mutation / skin cancer / sunburn • X-ray kills cells / causes cell mutation / cancer • Gamma kills cells / causes cell mutation / cancer **AO2.1 – Interpret the graph and table to identify which EM waves can pass through the atmosphere and which cannot** • All wavelengths smaller than about 10^{-8} m are absorbed • All X-ray, gamma and (most) UV absorbed • (Most) visible light passes through

Question			Answer	Marks	AO element	Guidance
			Basic identification of which electromagnetic waves can pass through the atmosphere and explanation of why this is beneficial to humans **OR** Basic identification of which electromagnetic waves cannot pass through the atmosphere and explanation of why this is beneficial to humans **AND** Detailed identification of which electromagnetic waves can pass through the atmosphere and explanation of why this is beneficial to humans *There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.* **Level 1 (1–2 marks)** Basic identification of which electromagnetic waves cannot pass through the atmosphere and explanation of why this is beneficial to humans **OR** Basic identification of which electromagnetic waves can pass through the atmosphere and explanation of why this is beneficial to humans **OR** Basic identification of which electromagnetic waves can pass through the atmosphere and which cannot *There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant*. **0 marks** *No response worthy of credit.*			• (Most) infrared passes through • (Most) microwave passes through • All radio waves pass through • All wavelengths larger than about 10^{-2} m pass through

Question			Answer	Marks	AO element	Guidance
20	(a)		Rock is further away (and so reduces irradiation) ✓ Rock does not make contact with body (and so prevents contamination) ✓	2	2 × 2.2	**ALLOW** rock is not as close / rock is at a (long) distance
	(b)		(Idea of) divide the measured count by time (for the rock) to get count rate ✓ **And any two from:** Repeat measurement and remove/repeat anomalies ✓ Remove any other radioactive materials from the area ✓ Measure the number of counts over a large time ✓ Keep source and GM tube a fixed distance apart ✓	3	1 × 3.3a 2 × 3.3b	**ALLOW** higher level ideas about background radiation **ALLOW** measure the number of counts over a certain/set time **IGNORE** measure over one second
	(c)	(i)	4 or 5 points plotted correctly within ½ small square ✓ **BUT** All 6 points plotted correctly within ½ small square ✓✓	2	2 × 1.2	**DO NOT ALLOW** more than two points of diameter > ½ small square **DO NOT ALLOW** any points of diameter > ½ small square

Question			Answer	Marks	AO element	Guidance
20	**(c)**	**(ii)**	Smooth, thin, continuous curve of best fit drawn correctly ✓	**1**	**2.2**	**ALLOW ECF** line of best fit from incorrect plots **DO NOT ALLOW** dot-to-dot
	(c)	**(iii)**	Line drawn across on graph at 117.5 ✓ (Half-life =) 18±1 (days) ✓	**2**	**2 × 1.2**	**ALLOW** two lines drawn across graph which show halving of count rate, e.g. at 200 and 100 **ALLOW** other indications on the axes and line of best fit **ALLOW ECF** from incorrect line of best fit

Question			Answer	Marks	AO element	Guidance
21	(a)		**First check the answer on the answer line** **If answer = 0.81 or 81% award 4 marks**	4		
			Substitution: (GPE =) 14000 × 10 × 98 ✓		2.1	
			Evaluation (GPE =) 1.372×10^7 (J) ✓		2.1	
			Substitution: (efficiency =) $(1.372 \times 10^7) \div (1.7 \times 10^7)$ ✓		2.1	**ALLOW ECF** for incorrect evaluation of GPE
			Evaluation: (efficiency =) 0.81 OR 81 % ✓		2.1	**ALLOW** any number that rounds to 0.81 or 81 %
	(b)	(i)	**Any one from**: Use lubrication on moving parts ✓ Run the motor at a slower speed ✓ Position crane so that it only has to lift vertically✓	1	2.2	**IGNORE** reduce the number of moving parts **IGNORE** suggestions about use of different motors/cranes
		(ii)	Reduce energy wasted to the surroundings / reduce energy transferred to thermal (stores) ✓	1	1.1	**ALLOW** reduce (thermal) energy lost to the surroundings / energy is dissipated **IGNORE** less friction
	(c)	(i)	**First check the answer on the answer line** **If answer = 8.4 (m/s) award 3 marks**	3		
			Substitution: $3.2 \times 10^6 = 0.5 \times 9.1 \times 10^4 \times v^2$ ✓		2.1	**ALLOW** substitution and rearrangement in either order
			Rearrangement: $v^2 = \frac{2KE}{m}$ **OR** $v^2 = 70.3$ **OR** $(v =) \sqrt{\frac{2KE}{m}}$ ✓		1.2	
			Evaluation: (speed) = 8.4 (m/s)✓		2.1	**ALLOW** any number that rounds to 8.4

Question			Answer	Marks	AO element	Guidance
21	(c)	(ii)	**First check the answer on the answer line** **If answer = 2.0×10^6 (J) award 2 marks** Evaluation: ($0.62 \times 3.2 \times 10^6$ =) 1984000 (J) ✓ Evaluation to 2 sf: 2.0×10^6 (J) ✓	**2**	 **1.2** **1.2**	 **ALLOW** 2 000 000 **ALLOW** clear evidence of correct conversion of incorrect answer to 2 significant figures
	(d)		(Idea that) speed is squared in the equation (and so does not reduce by the same factor as KE) ✓	**1**	**2.1**	**ALLOW** speed is not (directly) proportional to kinetic energy **ALLOW** speed squared is (directly) proportional to kinetic energy **ALLOW** calculations which show decrease in speed of air is less than 38%

Question			Answer	Marks	AO element	Guidance
22	(a)		**Any two from:** Force applied to brakes ✓ Mass/weight of car ✓ Tyre conditions/type ✓ Road surface/conditions ✓ Size/age/condition of brake pads ✓ Shape of car ✓	**2**	**2 × 3.2a**	**IGNORE** driver **ALLOW** amount of air in tyres / tyre pressure **ALLOW** weather conditions **ALLOW** model/type of car
	(b)		**Any two from:** (Idea that two of) the readings (for C) are above the braking distances of other materials ✓ Test 1 / 40.6 might be anomalous ✓ (Idea that) average is higher than other materials if anomalous result from test 1 is removed ✓ There is a large range / low precision in the data (for C) ✓	**2**	**2 × 3.2b**	 **ALLOW** test 2 / 47.5 might be anomalous **ALLOW** brake pad **B** produces largest braking force if the anomalous result from test 1 (for C) is removed **ALLOW** idea that repeats are not close together / results are inconsistent / there is a high(er) uncertainty in the results
	(c)	**(i)**	Calculation of uncertainty = 0.4(0) ✓	**1**	**3.1a**	
		(ii)	(Idea that) minimum average value for material **E** overlaps the average value for material **A** ✓	**1**	**3.2b**	**ALLOW** use of correct data to show comparison of average values for material **E** and material **A** **ALLOW ECF** for uncertainty in **22(c)(i)**

Question			Answer	Marks	AO element	Guidance
	(d)		**Any three from:** Repeat the tests and remove anomalies before calculating the average ✓ Get other engineers to test the brake pad materials to see if they get the same results ✓ Test the cars at different speeds ✓ Test the brake pads in cars of different mass/weight/type/shape/model ✓ Test different forces applied to brakes✓ Test the cars with different tyre conditions ✓ Test the car on different road surfaces/conditions ✓ Test different size of brake pads ✓ Test the longevity of the brake pads ✓	**3**	**3 × 3.3b**	**IGNORE** ideas about thinking distance **ALLOW** repeat any tests that appear anomalous before calculating the average

Need to get in touch?

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

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit:

https://www.ocr.org.uk

Alternatively, visit our social media at:

facebook.com/cambridgeocr

instagram.com/cambridgeocr

linkedin.com/company/cambridge-ocr

tiktok.com/@cambridgeocr

x.com/cambridgeocr

youtube.com/@CambridgeOCR

CAMBRIDGE OCR

Cambridge OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © Cambridge OCR 2026 is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. Cambridge OCR is an exempt charity.

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

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

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

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

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