

GCE

Religious Studies

H573/03: Developments in Christian thought

A Level

Mark Scheme for June 2024

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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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Indicative content – Responses might include:	Guidance
<p>1. Critically assess liberation theology's engagement with social issues. [40]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • Liberation Theology engages with the structural causes of social sin, aiming to reverse these structures through a preferential option for the poor • it suggests that orthopraxis should come before orthodoxy in the engagement with those in most need (bread before theology) • it uses Marxist ideas to analyse society and thus rejects capitalism which alienates large parts of the human population because power is held in the minority and is used to oppress the majority • it places these oppressed humans at the centre of their approach: in the same way that God took pity on the Israelites in Egypt, an oppressed group, so too should Christianity hear the cry of those in the most need • in some cases, Liberation Theology has been associated with violent methods of engaging with the struggle against oppressors. 	<p>Candidates are likely to engage with Biblical texts as well, though none is specifically named on the specification.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • positive discrimination is important, especially in extreme cases • praxis has shown to be effective in some Latin American communities as well as in feminist liberation theology movements – this in itself shows its success • Liberation Theology has demonstrated that it is vital to address the specific needs of any group that is oppressed, whether that is the poor or another minority – and to do so in radical ways • Liberation Theology's methods reflect those of Jesus: thinking about the person first and their needs then the structures in society that brought those about • Liberation Theology could be suggested to have placed too much confidence in Marxist thought, which is an atheistic ideology • Liberation Theology has associated itself with violent struggle, which is contrary to core Christian beliefs 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none">• it is possible to engage with social issues without focusing entirely on one approach: modern formulations of Catholic Social Teaching are an example of how this might work as they address a range of core principles that also include creation and the environment as well as solidarity• there is more to humans than just their physical needs and Liberation Theology has lost sight of the spiritual needs of people• countries where Liberation Theology is widespread are also the ones with the most oppression and so Liberation Theology might be said to normalise and validate oppression rather than seeking to overturn it.	

<p>2. ‘Christian communities have successfully responded to the challenge of encounters with other faiths.’ Discuss. [40]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • Christianity has been charged with the task of evangelism since biblical times where encounters with non-Christian faiths was generally equated to the desire to convert them; this has been emphasised less in modern Church teachings (e.g. <i>Redemptoris Missio</i> and <i>Sharing the Gospel of Salvation</i>) • understanding inter-faith dialogue is key to understanding how Christian communities encounter other faiths; examples include the scriptural reasoning movement, social works, spiritual activities • inter-faith dialogue is about the work of everyday Christians, rather than Church leadership • the views of Christians about the truth of other faiths vary and so different communities address encounters with other faiths differently. 	<p>Other Christian communities may have been studied, both local or global. The texts referred to are examples on the specification, rather than prescribed texts for study.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the approach of the Catholic Church in <i>Redemptoris Missio</i> cannot be said to be successful because of the assumption in it that other religions contain gaps and errors • <i>Redemptoris Missio</i> also suggests that dialogue and evangelism are different activities: this could be argued to be a successful approach • the approach explored by the Church of England in <i>Sharing the Gospel of Salvation</i> emphasises the engagement of everyday examples of dialogue and celebrating what others can bring to the table: this could be argued to be successful • the success of Christian communities’ interactions with other faiths might be said to depend on the extent to which members of that community are exclusivist • there has been little success in Christian communities’ response to other faiths because the focus has been too much on the theoretical, rather than real life • there has been success in (some) Christian communities’ responses to other faiths because, just a century ago, many Christian communities in the UK were not aware of other faiths in the same way 	<p>Responses that explore the question from an exclusivist/pluralist approach must focus on the wording of the question</p>

<ul style="list-style-type: none">• there has been success in interactions with other faiths because these interactions are about relationships and each small example of dialogue is an example of those relationships being developed• some might argue there has not been success simply because the number of Christians has not increased significantly; indeed, other faiths seem to be on the rise globally.	
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<p>3. Assess the claim that love (agape) is sufficient as the only source of Christian ethics. [40]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • while there are different approaches to ethics within Christianity, some suggest that Jesus' example of agape at the heart of all decision-making is the only principle required to live a good life • agape is more than just love; when Jesus' life is examined, it is about justice for all, self-sacrifice where required and being prepared to be radical • agape used as the only ethical principal requires effective use of reason, including careful understanding of what agape involves • this approach to ethics has been popularised by the work of situation ethicists • some see agape as an essential character disposition, rather than a guiding principle for ethics • other approaches to ethics can be seen as reflections or interpretations of divine love. 	<p>While situation ethics is on the ethics paper and forms of the theory may feature in many responses, candidates should ensure that they are directly answering the question set, not simply evaluating situation ethics.</p> <p>The demonstration of knowledge and understanding of other approaches to Christian ethical decision-making (e.g. the sole use of the Bible) is relevant but candidates must ensure that they are engaging with all aspects of the question.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • it is important to follow the example of Jesus more than anything else; as the fulfilment of God's revelation, any other ethical approach will be less adequate • agape love is multi-faceted and in itself challenging: this approach to ethics is not as simple as some might suggest • the idea that human beings are central to the whole process and that their individual needs guide ethical decisions is attractive to many • Jesus' teachings were not simply about agape: they were an interpretation of a fixed law based on God's eternal Law • any ethical system that allows two people to interpret the same situation differently cannot be right: agape needs proper understanding and it is not an excuse to do what you want • God must have revealed the Bible for a reason and the Bible gives ethical guidance which Christians must follow 	

<ul style="list-style-type: none">• God has given the Church as part of his plan and so Christians must follow the Church's teaching• it is valid to use reason but this should be in the context of a conscience that has been properly-developed and which is used to interpret the Bible• while situation ethics might be flawed, the Biblical principle of agape has merits.	<p>Some candidates may refer to Bonhoeffer and his ethics but should remain focused on answering the question.</p>
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<p>4. Critically discuss different Christian interpretations of what heaven is like. [40]</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> the biblical view of heaven is that it is a place of reward where God is and those who go there will spend eternity there it is a place where there will no longer be sadness or death or evil some Christians refer to heaven as the place or spiritual state where people will come into contact with God in ways impossible on earth; for example, the idea of the beatific vision other Christians consider heaven to be an actual place, perhaps drawing on the image in the Bible of heaven as God's house, a place with many rooms some suggest the idea of heaven is so different to earth that it can only be understood symbolically: people get glimpses of what it is like on earth and people should do their best to create that kingdom where God is in control in their lives some consider heaven to be a place or state where only those who have been Christian on earth might go or be and others that it is a place for a wider group. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> the biblical idea of heaven does not necessarily tie in with our modern understanding of time and space but it can be adapted so that it is understood symbolically in some way the biblical idea is not consistent. Not only does the Old Testament barely refer to an afterlife, the New Testament's descriptions have led to the variety of Christian views any idea of heaven as a place suggests that we will require our bodies after death, which presents a number of philosophical challenges heaven as a place mirrors the aim for Christians in some way to return to the paradise lost by Adam and Eve any suggestion that heaven is something that should be built on earth contradicts the Bible's view and undermines the idea of heaven as an eternal reward while it might be true that heaven is something that can be seen in other people or in situations around us, it is too narrow to suggest that this is a complete understanding of it 	<p>Candidates should aim to answer the question and not simply reject the notion of heaven as being untrue or reject the existence of God entirely.</p> <p>Contrasts with descriptions of hell might gain credit but only inasmuch as they demonstrate engagement with what heaven is like.</p>

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| <ul style="list-style-type: none">• Christian interpretations of what heaven is like are understandably vague because it is the great unknown. | |
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Level (Mark)	<u>Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1)</u> <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> Religious, philosophical and/or ethical thought and teaching Approaches to the study of religion and belief 	Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.
6 (14–16)	An excellent demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> fully comprehends the demands of, and focusses on, the question throughout excellent selection of relevant material which is skilfully used accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used thorough, accurate and precise use of technical terms and vocabulary in context extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
5 (11–13)	A very good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> focuses on the precise question throughout very good selection of relevant material which is used appropriately accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used accurate and appropriate use of technical terms and subject vocabulary. a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
4 (8–10)	A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> addresses the question well good selection of relevant material, used appropriately on the whole mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth mostly accurate and appropriate use of technical terms and subject vocabulary. a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
3 (5–7)	A satisfactory demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> generally addresses the question mostly sound selection of mostly relevant material some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth generally appropriate use of technical terms and subject vocabulary. A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success 	
2 (3–4)	A basic demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> might address the general topic rather than the question directly limited selection of partially relevant material some accurate, but limited, knowledge which demonstrates partial understanding some accurate, but limited, use of technical terms and appropriate subject vocabulary. a limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success 	
1 (1–2)	A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> almost completely ignores the question very little relevant material selected 	

Level (Mark)	<u>Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1)</u> <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> • <i>Religious, philosophical and/or ethical thought and teaching</i> • <i>Approaches to the study of religion and belief</i> 	Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.
	<ul style="list-style-type: none"> • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding 	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
6 (21–24)	<p>An excellent demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views skilfully and clearly stated, coherently developed and justified • answers the question set precisely throughout • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.</i></p>	
5 (17–20)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear argument which is mostly successful • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
4 (13–16)	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
3 (9–12)	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success 	

Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
	Assessment of Extended Response: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
2 (5–8)	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success <p>Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
1 (1–4)	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>	
0 (0)	No creditworthy response	



MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 2024

H173, H573 AS and A Level Religious Studies

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 or the RM Assessor messaging system, or by email.
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.*)

Contradictory Responses

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

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 a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:









- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	(H573 only) Level six - to be used at the end of each part of the response in the margin.
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

H173, H573 AS and A Level Religious Studies

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

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

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Lead Marker and Team Leaders.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study the Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

The Mark Scheme contains a description of possible/content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.

The Levels of Response must be used in conjunction with the outlined indicative content.

Assessment Objectives

Two Assessment Objectives are being assessed in all questions:

AO1 (Demonstrate knowledge and understanding of religion and belief) and

AO2 (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study).

Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed.

Responses are credited for **AO2** for how well the response addresses the question, for candidates

using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response

Questions in this paper are marked using a levels of response grid. When using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response or particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.

Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Assessment of Extended Response

The GCE General Conditions of Recognition state that:

GCE 5.1 In designing and setting the assessments for a GCE qualification which it makes available, or proposes to make available, and awarding organization must ensure that, taken together, those assessments include questions or tasks which allow Learners to -

- a) provide extended responses

As such, the quality of extended responses are assessed in all questions. While marks are not specifically given for this, descriptors for extended responses can be found in the AO2 Levels of Response *in italics*.

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