

GCE

Religious Studies

H573/02: Religion and ethics

A Level

Mark Scheme for June 2025

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

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

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

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PREPARATION FOR MARKING**RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone 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. There is a NR (**No Response**) option. Award NR (No Response):
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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.

12. Subject Specific Marking Instructions

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*.

Indicative content – Responses might include:	Guidance
1. Critically assess the concept of telos in natural law. (40) AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: - the concept of telos finds its origins in Aristotle's Four Causes - Aquinas presented the concept of telos in a religious context - in judgment about something being good and right its success in achieving its telos is key - likewise in judgement about something being bad and wrong its failure to achieve its telos is the clear indicator - the concept of telos extended to all things including human beings - the concept of telos is closely linked to the primary precepts as with each of these flourishing occurs when the telos is reached e.g., reproduction, preservation of life etc. - a person's innate synderesis makes them know that the good and right thing is always when the telos is achieved rather than prevented - in the scheme of natural law, the universe itself is designed with a telos.	Candidates may provide overall judgments as to natural law and such responses should be credited <u>providing</u> that the focus is on the concept of telos.
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: - adapting the concept of telos from Aristotle, Aquinas was able to make fruitful use of telos in creating a universal ethical code - telos is helpful as a concept because it fits in with a common-sense understanding of how things begin, grow and develop - Aquinas's pre-scientific understanding of the natural order of things may or may not be still applicable today - the logic of applying right/good to something achieving its telos and wrong/bad to something which prevents it achieving its telos seems simplistic in the modern era given developments in science and medicine - whilst telos might seem a relevant concept in some areas, it does not seem flexible enough in the area of sexual ethics i.e., the telos of sex could be pleasure as much as reproduction - telos does help the holistic character of natural law in that it can readily be linked to the five primary precepts - the Catholic Church applies telos in its moral teaching which might seem logical but which also seems harsh and out-dated e.g. same sex sexual relationships do not lead to reproduction and are therefore not seen as right/good - the concept of telos can be seen as giving a sense of meaning and purpose to human life in terms of its flourishing in the present life and thus growing into life after death - telos provides a sense of order and purpose to the universe as a whole and to everything in it as being drawn to the good and to God - applying telos from the particular to the general does not work and it makes no sense to deduce that the universe has a telos.	

Indicative content – Responses might include:	Guidance
2. 'God is present in the workings of the conscience and the super-ego.' Discuss. (40)	

Indicative content – Responses might include:	Guidance
AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: • Aquinas combines different intellectual factors which together form the conscience: ○ ratio (reason placed in every person as a result of being created in the image of God) ○ synderesis (inner principle directing a person towards good and away from evil) ○ conscientia (a person's reason making moral judgments) • Freud combines different factors he theorises are in the human unconscious/conscious: ○ the id (instinctive impulses that seek satisfaction in pleasure) ○ the ego (mediates between the id and the demands of social interaction) ○ the super-ego (controls the id and working on internalised ideals from parents and society tries to make the ego behave morally) • if parents and society are religious with a strong belief in God, from these a person's super-ego will internalise religious rules coming from God to control the id and to present an ego which is acceptable in such a society.	Candidates may refer to other scholars and their views on conscience and should be credited <u>providing</u> that the focus is on the presence of God in the conscience/super-ego.
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: • God would seem to be present in the conscience according to Aquinas since, from his perspective, human beings are created imago dei • ratio – which is used in making moral decisions – is placed in human beings by God and therefore God must be present in the conscience • conscientia for Aquinas would have to be educated and informed by the Bible and the Church which again implies the presence of God • for Aquinas God is <u>not</u> directly 'present' because his voice is not directly heard stating what is good/bad/right/wrong • God appears to be absent from Freud's super-ego since that is formed overtime as a result of psychosexual influences, parental influence etc. • the impulses of the id are instinctive in seeking satisfaction and do not involve any reference to God – it is these the super-ego controls • the ego recognises the demands of social interaction in controlling the id and again does not involve God • it may be argued that accepting Freud's analysis, the super-ego is created by God and therefore God must be present within it • the concept of God may be present in the super-ego in terms of providing rules to live by and rules to control the id • depending on the time and place, the ego may have to conform to the concept of God in wider society and thus be forced into a stronger mediating role with the id.	

Indicative content – Responses might include:	Guidance
3. To what extent is intuitionism correct in stating that good is self-evident? (40)	

Indicative content – Responses might include:	Guidance
AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: - intuitionism applies good in the sense that it is a basic moral truth - intuitionism regards good as being self-evident whilst also being indefinable - intuitionism rejects the approach of naturalism which applies good within the context of absolutism and states that good is a definable property - intuitionism also rejects the approach of naturalism which regards good as being a natural property in the world - intuitionism would reject emotivism because it only applies good within the context of cultural and subjective relativism - intuitionism would also reject emotivism because of its view that good is nothing more than an ethical term which evinces approval or disapproval.	Candidates may discuss other meta-ethical theories of naturalism, emotivism and prescriptivism and should be credited <u>providing</u> that the focus is on the term good is self-evident.
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: - from a common-sense approach, intuitionism is correct because people just know what is good – it is self-evident - and indefinable - emotivism would counter intuitionism by stating that the common-sense approach of one set of people may differ greatly from the common-sense approach of another set of people proving that good cannot be self-evident - good is meaningless because it cannot be defined and may mean opposite things to different people thus proving that it cannot be self-evident - naturalism is incorrect to say that good can be defined on an objective factual basis as true or false because – as intuitionism argues, good is indefinable and is just self-evident - there are some things about which everyone everywhere would share the same response as to such things being good even though they might not be able to define the term good leading to the view that good must be self-evident as suggested by intuitionism - that which is good is entirely dependent on the time/place in which the word is used – as implied by emotivism - and therefore it is not factual or self-evident if thought of in a universal sense - emotivism is correct in stating that what is good to one person is what creates within them feelings of approval but it might also create similar feelings of disapproval in others leading to the view that good is not self-evident - the fact that good as a term cannot universally be seen to be true or false leads to the view that it therefore it cannot be self-evident - intuitionism cannot be correct because it does not identify the method whereby the properties of an indefinable good are somehow self-evident to a person.	Some candidates may approach this question with reference and contrast with normative ethical theories (e.g. Utilitarianism); this could be appropriate

Indicative content – Responses might include:	Guidance
4. ‘Quality of life is the only relevant concept in decisions regarding euthanasia.’ Discuss. (40)	Candidates may discuss quality of life in contrast with the sanctity of life

Indicative content – Responses might include:	Guidance
AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: • quality of life may be seen as the concept that human life has to possess certain attributes in order to have value • quality of life can be seen as having secular origins rather than religious ones • the religious concept of sanctity of life i.e., human life is made in God's image and is therefore sacred in value • euthanasia may be defined as a person's life being brought to an end in the case of their having an incurable or terminal illness or in the case of being in a persistent vegetative state • euthanasia may also be described as non-voluntary – a person's life is ended without their consent but with the consent of someone representing their interests • it may also be classified as being voluntary – that a person's life is ended at their request or with their prior consent.	approach as being the most relevant concept regarding euthanasia; and could be credited <u>providing</u> that the focus is on the relevance of the concept of quality of life.
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: • quality of life is the determining factor regarding euthanasia given that without significant attributes life has greatly reduced value • only the person involved can evaluate their quality of life and therefore the concept of a person's complete autonomy over their own life and decisions made about it is the most important concept • it should not be the most relevant if it requires the patient's involvement because they might not be in the best position to make rational judgments about their quality of life • quality of life is too subjective a concept and therefore sanctity of life is much more relevant as all human life has value regardless of how its quality may be perceived • from a medical perspective quality of life is the only relevant concept since it can be assessed and measured using evidence • euthanasia is not a simple issue and different concepts would be relevant depending on the person involved and their wishes or those of their family or those representing their interests • quality of life should not be the most relevant concept because it can be used as an excuse for other concerns e.g., the cost of long-term care • from the perspective of situation ethics, the most important concept would be agape and how that might be best realised through any decisions made • from the perspective of natural law, the most relevant concept would be sanctity of life, a person's perceived telos and the possible application of the doctrine of double effect • no concepts are of relevance in decisions about euthanasia because it is nothing more than a simple medical procedure to end life painlessly with the consent of the medical practitioner and patient	Some candidates may suggest that other concepts are relevant to the decisions regarding euthanasia, e.g. personhood, autonomy and religious faith/belief. Candidates may treat autonomy/personhood as an aspect of the concept of quality of life or may treat it as a separate idea. Either approach can be credited provided the candidate is clear

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> <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.
6 (14–16)	An excellent demonstration of knowledge and understanding in response to the question: - fully comprehends the demands of, and focusses on, the question throughout - excellent selection of relevant material which is skillfully 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 : - 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: - 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: - 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

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> <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.
2 (3–4)	A basic demonstration of knowledge and understanding in response to the question: - 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: - almost completely ignores the question - very little relevant material selected - 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)	<u>Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2)</u> <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)	An excellent demonstration of analysis and evaluation in response to the question: • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views skillfully 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 <i>Assessment of Extended Response:</i> <i>There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.</i>
5 (17–20)	A very good demonstration of analysis and evaluation in response to the question: • 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 <i>Assessment of Extended Response:</i> <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>
4 (13–16)	A good demonstration of analysis and evaluation in response to the question: • 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 <i>Assessment of Extended Response:</i> <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i>
3	A satisfactory demonstration of analysis and/evaluation in response to the question:

Level (Mark)	<u>Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2)</u> <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.
(9–12)	• 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 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)	A basic demonstration of analysis and evaluation in response to the question: • 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 Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>
1 (1–4)	A weak demonstration of analysis and evaluation in response to the question: • 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 Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i>
0 (0)	No creditworthy response

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