

GCE

Religious Studies

H573/03: Developments in Christian thought

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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Indicative content – Responses might include:	Guidance
1. Evaluate the claim that Christianity should play no part in public life. [40] AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: • in Britain, Christianity, through the Church of England, has a role in many aspects of public life, such as in the government and through the monarchy • a number of bishops from the Church of England are automatically given a seat in the House of Lords • around a third of schools in Britain are faith schools, which are allowed to create an ethos and practice according to their traditions and often give preferential admission for those who attend church • Religious Education should be delivered in all schools and Christianity must be a central part of its delivery • around the world, many countries have separated religion from the state (e.g. France, USA) • under half of people in England and Wales identified as Christian at the last census (2022).	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: • examples of countries with secular states (e.g. France, the USA) demonstrate that Christianity is not devalued in these countries • it is possible for Christianity to develop in its approach to evangelism if it accepts the reality of the modern world • having Christianity in public life alienates those who do not identify as Christians and undermines the idea of freedom of expression • thinkers such as Freud and Dawkins argue that religion is outdated/oppressive and therefore has no part to play in a multi-faith or secular society • faith schools are often located in areas where parents do not have choice as to which school they might send their children and so the right of the parent to choose an appropriate school for their children is undermined • the traditions of the United Kingdom are Christian and should be maintained; in particular, in England, the King is head of the Church of England • the role of religion in public life is largely symbolic rather than having a practical impact • religious and secular values have much in common and so people should all be able to engage well with British tradition, even if it has a Christian element	Some candidates are likely to explore the views of Freud and/or Dawkins, for example, but their responses must remain focused on the question. Some candidates may discuss the view of some Christians that there should be a separation between the Church and the State, but must remain focused on the question.

Indicative content – Responses might include:	Guidance
• there is a role not just for Christianity but other traditions in British public life • for some Christians, their inner or spiritual lives might be argued to be more important than their outward-facing lives. • Christianity can contribute to the lives of individuals and this can influence public life but should not be part of the framework of the country.	

Indicative content – Responses might include:	Guidance
2. Critically assess Christian views about theological exclusivism. [40] AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: • exclusivism is the belief that only Christians will be saved, and in some cases, only some types of Christian • due to the Fall, God's grace is needed to save people and this can only be achieved by being a Christian through accepting Jesus the mediator fully into one's life • some Christians believe that salvation is achieved through faith alone and others through the work of the Church and the actions of the believer • the authority for the exclusivist position comes from the Bible and the belief that only Jesus can bring someone to God as Jesus is the way (the truth and the life) • many exclusivists believe that aspects of God's revelation can be seen outside Christianity but only Christianity holds the particular truth necessary for salvation • some exclusivists argue that God only saves those he has chosen or elected and others that God offers salvation to all.	Some candidates may reference 'Redemptoris Missio' and 'Sharing the gospel of salvation' but these should be used relevantly, to address the question.
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: • the idea that if Jesus was God-incarnate who came to save the world, this uniqueness would demand a unique response • the need for the work of the Church to mediate in some way between humans and God. If the Church is not needed for mediation then it could be argued that there are many routes to salvation, not just from within one Church • if God has saved the universe, past, present and future through Jesus, it could be argued that there are many different ways for people to access God's salvation – through faith as well as actions, suggesting exclusivism could be rejected • exclusivism can be argued to divide society if it is said that some groups are better than others or will receive salvation where others will not • the argument that if there are other faiths who show true aspects of God's revelation that there is nothing stopping salvation coming through these traditions as nobody perfectly understands God's work • a discussion of how theological exclusivism aligns with inter-faith dialogue • the parable of the Sheep and the Goats suggests that good people who come from all nations will be saved – judgement does not seem to be based on Christian faith	Candidates might explore inclusivism and/or pluralism but must remain focused on the question set.

Indicative content – Responses might include:	Guidance
• an omnibenevolent God would not put barriers in the way of the salvation of creation • the argument that Christ might have saved the world but this does not restrict salvation only to Christians. Candidates might use the arguments of inclusivism or pluralism to illustrate this view.	

Indicative content – Responses might include:	Guidance
3. ‘Jesus’ authority comes from his divinity.’ Discuss. [40] AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: • as the founder of Christianity, Jesus’ authority is necessary for Christianity’s authenticity and as the ultimate revelation from God, Christians attribute supreme authority to his teaching • for Christians, Jesus’ divinity is often seen or revealed in the miracle stories, where God’s intervention in time and space happened to those he met (directly or indirectly) • Jesus’ miracles were often used by him (or the evangelists) to effect teaching points, such as of the compassion of God or the inclusion of outcasts • Jesus’ resurrection suggests his uniqueness and affirms his divine nature for Christians • Jesus is remembered now for his teaching and desire to liberate outcasts as much as his miracles • the testimonies of Jesus’ life come from the Gospels, texts which date at least 30 years after Jesus’ death but other New Testament texts also emphasise the Christian belief in Jesus’ divinity.	Mark 6:47-52 and John 9:1-41 are set texts in this area, although any miracle from the Gospels might illustrate similar points.
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: • if divine, Jesus’ authority holds the key to understanding what influenced his choices of words and actions, so all aspects of his ministry depend on this issue • through being the ultimate revelation of God, mediator for humanity and sacrificial victim, Jesus’ authority comes from his actions to counteract the Fall and save humankind • if Jesus knew God in a special way (e.g. calling God ‘Abba’) or actively identified as divine (e.g. the ‘I am’ sayings of John’s Gospel) then the source of his authority and the credibility of his teachings is clear • a discussion about whether or not the date of the writing (or compilation) of the Gospels affects the validity of their contents and consequently the authority gained from the Jesus story as received today • an exploration of alternative explanations for Jesus’ miracles and/or the resurrection • an exploration of the authority seen in Jesus’ teachings and/or actions to deliver outcasts (or humanity) and the extent to which one aspect of his ministry is more significant than others • a discussion of the development of the theology of the early Church, including consideration of the idea that Jesus’ divinity may not have been fully incorporated into Church teaching until the fourth century	Candidates might look at other named aspects of the specification (Jesus as liberator / wisdom teacher) but should remain focused on the question.

Indicative content – Responses might include:	Guidance
• an exploration of what needs to be established about Jesus in order for the Christian to go about daily life (rather than engage in theological debate) • an examination of the consequences for Christianity if Jesus were not fully divine.	

Indicative content – Responses might include:	Guidance
4. Critically discuss Augustine’s interpretation of Genesis 3 (the Fall). [40] AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas: • Augustine’s understanding of the nature of creation, humans and their relationship with God prior to the Fall, such as: complete obedience to God; harmony between the human body, will and reason; Adam and Eve’s marriage as friends; harmony between God, humans and creation; the balance of the love within the will (caritas and cupiditas) • Augustine’s understanding of the effects of the Fall, such as: the punishment given by God in Genesis 3; the lack of freedom to choose (concupiscence); the loss of harmony and balance; the control of desires such as lust • an exploration of Original Sin and Augustine’s understanding of its transmission through lustful reproduction • Augustine’s use of the theology of St Paul, especially from Romans, in his exploration of Genesis 3. • the requirement only of God’s grace fully to overcome the effects of the Fall; the contrast between deserved punishment and undeserved grace.	
AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas: • an exploration of human nature and alternative explanations for how humans present than that provided by Augustine, such as the extent to which humans are essentially evil or good and whether or not Augustine’s view of human nature is a useful interpretation, even if his overall approach to Genesis is incorrect • an exploration of the implications of understanding the Fall as transmitted from Adam and Eve in the context of modern understandings of evolution • a critical discussion of the validity of Genesis 3 as a text from which truths are drawn • a critical discussion of Genesis 3 (the Fall) as an historical account. • an exploration of the impact on understandings of God’s nature – for example, why God would allow humans this level of punishment for the sins of Adam and Eve, as much as why God might create a world with such imbalance (if Augustine is wrong) • an examination of symbolic interpretations of Genesis 3 and their impact on understanding the Fall • a discussion of the notion of lust and sex as being evil, alongside reflections on whether or not the notion that humans	

Indicative content – Responses might include:	Guidance
do not have freedom to avoid their desires corresponds with human experience • an exploration of free will, grace and Jesus and the role they play in understanding human nature and the Fall • the validity of Augustine’s teaching that the Fall produced a greater solution – ‘happy fault’.	

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> • 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: • 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)	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)	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 Assessment of Extended Response: <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 Assessment of Extended Response: <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 Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i>	

3 (9–12)	A satisfactory demonstration of analysis and/evaluation in response to the question: • 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

MARKING INSTRUCTIONS

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). 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:
- 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*.

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