

GCE

English Language and Literature

H074/01: Non-fiction written and spoken texts

AS 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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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, email or via the RM Assessor messaging system.

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.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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.**

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: Not applicable in F501

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
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Expression
	Answering the question
	Relevant but broad, general or implicit

12. Subject Specific Marking Instructions

Candidates answer **one** question from Section A and **one** question from Section B. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in Section A. Assessment objectives AO3 and AO5 are assessed in Section B. For each section the level descriptors are organised with the dominant assessment objective first. The question-specific guidance on the tasks provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3, 4 and 5. The guidance and indicative content are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

Awarding Marks

- (i) Section A has one question worth 30 marks. In Section B candidates choose one question worth 20 marks.
- (ii) For each answer, award a single overall mark out of 30 (Section A) and 20 (Section B), following this procedure:
 - refer to the question-specific Guidance for descriptions of Higher and Lower response and indicative content
 - using 'best fit', make a holistic judgment to locate the answer in the appropriate level descriptor
 - place the answer precisely in the level and determine the appropriate mark out of 30 (Section A) and 20 (Section B) considering the relevant AOs
 - consider the weighting of the AOs, and place the answer within the level and award the appropriate mark out of 30 (Section A) and 20 (Section B)
 - if a candidate does not address one of the assessment objectives tested in the question, they cannot achieve all of the marks in the given level.

Mark positively. Use the lowest mark in the level only if the answer is borderline / doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements;
- add together the marks for the two answers, to arrive at the total mark for the script.

Rubric Infringement

Candidates may infringe the rubric in one of the following ways:

- only answering one question or answering two or three questions from Section B;

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the paper.

USING THE MARK SCHEME

Study this 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.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme. Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected. In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of levels for the paper which you are marking. Please mark these answers according to the marking criteria.

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.

These are the **Assessment Objectives** for the English Language and Literature specification as a whole.

AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
AO2	Analyse ways in which meanings are shaped in texts.
AO3	Demonstrate understanding of the significance and influence of contexts in which texts are produced and received.
AO4	Explore connections across texts informed by linguistic and literary concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following table:

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Non-fiction written and spoken texts (01)	8%	7%	13%	7%	15%	50%
The language of literary texts (02)	14%	20%	8%	8%	0%	50%
Total	22%	27%	21%	15%	15%	100%

Component 1 Section A (Non-fiction anthology texts) 30 marks

The weightings for the assessment objectives are:

AO1 8.0%

AO4 8.0%

AO2 7.0%

AO3 7.0%

Total 30%

In Section A the dominant assessment objectives are AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression and AO4 Explore connections across texts, informed by linguistic and literary concepts and methods.

Answers will also be assessed for AO2 and AO3.

Candidates should apply concepts and methods as appropriate, using relevant linguistic terminology and fluent expression (AO1). They should explore connections across the two anthology texts, comparing and contrasting details, informed by linguistic and literary concepts and methods (AO4). They should analyse ways in which meanings are shaped in the texts (AO2) and develop their answer with reference to the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the four assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 26-30 marks

AO1	Excellent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently coherent and fluent written expression and apt and consistent use of terminology relevant to the task and texts.
AO4	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.
AO3	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received

Level 5: 21-25 marks

AO1	Secure application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently clear written expression and appropriate use of terminology relevant to the task and texts.
AO4	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Clear and well developed critical analysis of ways in which meanings are shaped in texts.
AO3	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

Level 4: 16-20 marks

AO1	Competent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Generally clear written expression and mainly appropriate use of terminology relevant to the task and texts.
AO4	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Competent analysis of ways in which meanings are shaped in texts.
AO3	Some understanding of the significance and influence of the contexts in which texts are produced and received.

Level 3: 11-15 marks

AO1	Some application of relevant concepts and methods selected appropriately from integrated linguistic and literary study. Generally clear written expression with occasional inconsistencies and some appropriate use of terminology relevant to the task and texts.
AO4	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.
AO2	Some analysis of ways in which meanings are shaped in texts.
AO3	Some awareness of the significance and influence of the contexts in which texts are produced and received.

Level 2: 6-10 marks

AO1	Limited attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Some inconsistent written expression and limited use of terminology relevant to the task and texts.
AO4	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO2	Limited analysis of ways in which meanings are shaped in texts.
AO3	Limited awareness of the significance and influence of the context in which texts are produced and received.

Level 1: 1-5 marks

AO1	Very little attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Inconsistent written expression and little use of terminology relevant to the task and texts.
AO4	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO2	Very little analysis of ways in which meanings are shaped in texts.
AO3	Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit.

Question	Response	Mark	Guidance
	Text A is an extract from the podcast Off Menu: Motsi Mabuse, 2023. Text B is an extract from Roxane Gay’s talk entitled Effective Ways of Being Heard, 2022 1 Compare the ways in which writers and speakers use language to convey meaning. In your answer you should consider: • context • mode and genre • purpose and audience. A higher level response (levels 4 –6) will: AO1 Use vocabulary and terminology appropriately, referring to a range of language levels, including grammar and discourse, e.g. conjunctions, and contractions. Express ideas fluently and coherently, with a wide vocabulary. AO4 Make comparisons between texts, e.g. analysing similarities (both are spoken and both contain elements of planned talk) and differences (uninterrupted speech v the more casual, spontaneous interactions of the podcast.)	30	The indicative content shows an integrated approach to the four assessment objectives. AO1, AO4, AO2 and AO3. Context/audience/ purpose e.g. • Text A is a spoken food and comedy podcast from 2023 in which two British presenters (Ed and James), both comedians, invite celebrity guests to discuss, amongst other topics, their dream meal. This episode features Motsi, a South African-German professional dancer and celebrity judge from a British television show. • Text B is a scripted speech by American writer and professor Roxanne Gay. It was aired on a television news channel in America, PBS News as part of an arts and culture series in 2022. • In Text A, James seems aware of a wider audience and their need to entertain (probably a boring thing to say) or to produce humour (I can’t even think in English). Motsi speaks more to the two male presenters as her audience (you know). • In Text B, Gay speaks from the perspective of a writer and acknowledges her role as a mentor as she mentions other aspiring writers (people ask me about voice, and how to find it). • The speakers in both texts talk about their professions and elements that scare them. Ed speaks of how he would be ‘terrified’ having to dance on live television and Gay admits to being ‘terrified’ when she wrote her memoir. • In Text A the participants make it clear they are working and talking to people within Europe (come on it’s a continent, you’re all here), whereas in Text B, Gay situates herself her and her audience in America (a pandemic that, in the United States). Mode e.g. • Text B is a scripted speech delivered without interruptions. The order has been planned to fit the focus of the segment for the arts and culture news segment. She shows her status as a professional writer (a lot of times people ask me about voice) to create a credible voice. She uses topic sentences at the start of new sections (when I wrote my memoir...) and connectives to keep her speech cohesive (oftentimes). She speaks about her present-day feelings with small switches to past events (I started writing was I was four). It was filmed for a television audience.

	AO2 Explore the ways the speakers use language to achieve their purposes for their respective audiences, e.g., Text A's use of humour within their interactions or the figurative language of the tongue to show personal struggles with language; or Gay's personification of voice to impart her advice. AO3 Understand the significance of a range of contextual factors, e.g. planned, succinct speech for an American news channel vs. informal chat between two British presenters and their guest. A lower level response (levels 1 –5) will: AO1 Use some appropriate terminology, mainly at level of word choice, e.g. pronoun use or syntax, such as repetition and simple sentences. Expression is clear but may lack precision. AO4 Make general comparisons between language use, e.g. scripted vs impromptu. AO2 Examine some ways the writers use language in each text, e.g. need for concision vs extended speech.		• In comparison, Text A is an auditory text and involves more impromptu features because the conversation is led by the replies of the celebrity guest and so reactions are impromptu (wow). Speech is not always fluent (it's like,-it's like). There are fillers (er) and employs the use of informal British idioms (you're not going all over the shop). Text A relies on interactions between the participants and uses aspects such as indirect questions to keep the guest talking or moving onto new topics (but the language of dance is universal). • The mode of a podcast means that sometimes hosts display their own personalities and, in Text A, Ed and James show their own personalities and friendship through their humorous interactions (I can't even think in English.....No or speak in English). Lexis/ Pragmatics/shared understanding e.g. • In Text A, there is an implied level of respect shown to the guest with comments intended to flatter (I can't believe how none of you ever really say 'um') in comparison to the comical insults exchanged between the two hosts (Or speak in English). • In Text A, Motsi's use of the pronoun 'you' (you all speak differently) reveals her attitudes towards British speakers and the varying accents based on geographical regions in the UK (I really struggle with people that come from the North). • In Text B, Gay implies that people have lost or struggle to use their voice, or know how to talk about sensitive issues (how to find it). Motsi in Text A also comments her own individual loss of language (I'm always stressed out because my tongue has become so German). • In Text B, there is an implied meaning that 'people' have unrealistic expectations when referring to wider society, and pronouns are used (us) when referring to victims of trauma (people seem to want us to have these triumphant stories). • Text B presents the idea of collective experience and shared traits (everybody lives in a body that is complicated) and speaks about the need for collective understanding or collective ways to express themselves (I think a lot of people are looking for language to talk about it). She touches on the pandemic as a 'collective trauma'. • Text B employs the use of adverbs to suggest that there is a lot of work to be done in helping people overcome trauma (really, fully). In Text A, Motsi also employs the use of adverbs to emphasise her struggles to comprehend certain accents (really).
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	AO3 Recognise and show an understanding of the differences between contexts.	- Text A also touches on the idea of the need for a shared language beyond words (the language of dance is universal). Grammar/syntax/graphology/imagery and other language devices e.g. - In Text A, both the presenters and the guest use similes. James' simile presents admiration towards Motsi's ability to speak fluently on live television (it's like you're reading straight out of a script) whilst Motsi's simile (my tongue is like a leather belt) helps to convey her personal attitudes towards her struggles to maintain different languages. - In Text B, Gay uses personification to help convey the idea of lost voice (find voice waiting for them). Text A also personifies her brain (my South African brain still corrects me when I have done a mistake) to help convey the competing languages that she struggles to maintain. - Text B uses italics to emphasise her points to her audience (how to <i>use</i> our voices) whereas Text A uses repetition of clauses (so it's a mess. It's a complete mess). - Both Text A and B use anaphora. In Text A, James starts his point twice with 'you just' which could reflect there are certain parts of this conversation that have been planned. Text B's anaphora reflects the fact that this is a planned, scripted text (I would). - In Text B, Gay sometimes uses a main clause at the start of sentences to emphasise her important arguments first (Few of us know how to talk about it). In Text B, sentences can be lengthy constructions to help convey the spontaneity of the talk. Several of Motsi's sentences start with fronted conjunctions (so). - Text B switches to one clause short sentences to demonstrate her resilience (I just did it anyway). In Text A, Motsi uses short sentences to address the two presenters and make her speech more inclusive, (you know).
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Component 1 Section B (Non-fiction writing) 20 marks

The weightings for the assessment objectives are:

AO5 15.0%

AO3 5.0%

Total 20%

In Section B the dominant assessment objective is AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways. Answers will also be assessed for AO3.

Candidates should demonstrate expertise and creativity in their own original non-fiction writing (AO5) showing understanding of the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the two assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 17-20 marks

AO5	• Flair, originality and a high degree of control demonstrated in the use of English to communicate in different ways.
AO3	• Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.

Level 5: 14-16 marks

AO5	• Control and creativity demonstrated in the use of English to communicate in different ways.
AO3	• Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

Level 4: 11-13 marks

A05	Competence and engaging effects demonstrated in the use of English to communicate in different ways.
A03	Some understanding of the significance and influence of the contexts in which texts are produced and received.

Level 3: 8-10 marks

A05	Some accuracy and an attempt to create effects demonstrated in the use of English to communicate in different ways.
A03	Some awareness of the significance and influence of the contexts in which texts are produced and received.

Level 2: 5-7 marks

A05	Limited accuracy and some attempt to create effects demonstrated in the use of English to communicate in different ways.
A03	Limited awareness of the significance and influence of the context in which texts are produced and received.

Level 1: 1-4 marks

A05	Little accuracy and little attempt to create effects demonstrated in the use of English to communicate in different ways.
A03	Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit.

Question	Response	Mark	Guidance
2	Write a blog post for an online travel blog. It should be aimed at people who are leaving Britain to work or study in a foreign country. Your aim is to provide advice and inform your audience about how they can overcome language differences in their new country.	20	Candidates will show awareness of the ways language varies according to contextual factors by demonstrating understanding of generic conventions in their own text. For example: • Use techniques effective for providing information and commenting in an engaging way; • show awareness of the style and approach of a blog/ speech/ review, • adapt language as appropriate for a speech, blog or review. Candidates will establish some interaction with their audience as appropriate, e.g. through personal anecdote or use of humour.
3	Write a speech to school leavers on their last day of school entitled ‘Finding Your Voice in Life’. Your purpose is to entertain and inform the audience.		
4	Write a review for a newspaper’s ‘Live Entertainment’ section. The review could be real or imagined and it should review a form of live entertainment such as a stand-up comedy show, a live television show, or a live podcast.		
	A higher level response (levels 4 –6) will: AO5 Demonstrate expertise in the use of English to create an effective speech/ blog/ review, with a high degree of control over the techniques that have been chosen. AO3 Demonstrate understanding of the influence of context on how texts are produced and received. A lower level response (levels 1–3) will AO5 Show some ability to shape an effective speech/ blog/ review, drawing on a range of different techniques. AO3 Show some awareness of the influence of context on how texts are produced and received.		

Appendix 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid**Anthology**

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
1	8	7	8	7	0	30%
Totals	8%	7%	8%	7%	0%	30%

Original non-fiction writing

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
2	0	0	5	0	15	20%
3	0	0	5	0	15	20%
4	0	0	5	0	15	20%
Totals	0%	0%	5%	0%	15%	20%

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