

GCE

Physics A

H156/02: Depth in physics

AS Level

Mark Scheme for June 2025

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

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

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

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

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

© OCR 2025

**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 **number of required** 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.*)

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 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.**
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
To determine the level – start at the highest level and work down until you reach the level that matches the answer
To determine the mark within the level, consider the following

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

11. Annotations

Annotation		Meaning
	Correct response	Used to indicate the point at which a mark has been awarded (one tick per mark awarded).
	Incorrect response	Used to indicate an incorrect answer or a point where a mark is lost.
AE	Arithmetic error	Do not allow the mark where the error occurs. Then follow through the working/calculation giving full subsequent ECF if there are no further errors.
BOD	Benefit of doubt given	Used to indicate a mark awarded where the candidate provides an answer that is not totally satisfactory, but the examiner feels that sufficient work has been done.
BP	Blank page	Use BP on additional page(s) to show that there is no additional work provided by the candidates.
CON	Contradiction	No mark can be awarded if the candidate contradicts himself or herself in the same response.
ECF	Error carried forward	Used in <u>numerical answers only</u> , unless specified otherwise in the mark scheme. Answers to later sections of numerical questions may be awarded up to full credit provided they are consistent with earlier incorrect answers. Within a question, ECF can be given for AE, TE and POT errors but not for XP.
L1	Level 1	L1 is used to show 2 marks awarded and L1^ is used to show 1 mark awarded.
L2	Level 2	L2 is used to show 4 marks awarded and L2^ is used to show 3 marks awarded.
L3	Level 3	L3 is used to show 6 marks awarded and L3^ is used to show 5 marks awarded.
POT	Power of 10 error	This is usually linked to conversion of SI prefixes. Do not allow the mark where the error occurs. Then follow through the working/calculation giving ECF for subsequent marks if there are no further errors.
SEEN	Seen	To indicate working/text has been seen by the examiner.
SF	Error in number of significant figures	Where more SFs are given than is justified by the question, do not penalise. Fewer significant figures than necessary will be considered within the mark scheme. Penalised only once in the paper.

Annotation		Meaning
TE	Transcription error	This error is when there is incorrect transcription of the correct data from the question, graphical read-off, formulae booklet or a previous answer. Do not allow the relevant mark and then follow through the working giving ECF for subsequent marks.
XP	Wrong physics or equation	Used in <u>numerical answers only</u> , unless otherwise specified in the mark scheme. Use of an incorrect equation is wrong physics even if it happens to lead to the correct answer.
^	Omission	Used to indicate where more is needed for a mark to be awarded (what is written is not wrong but not enough).

Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
Reject	Answers which are not worthy of credit
Not	Answers which are not worthy of credit
Ignore	Statements which are irrelevant
Allow	Answers that can be accepted
()	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
ECF	Error carried forward
AW	Alternative wording
ORA	Or reverse argument

12. Subject Specific Marking Instructions

CATEGORISATION OF MARKS

The marking schemes categorise marks on the MACB scheme.

M marks	These are <u>method</u> marks upon which A -marks (accuracy marks) later depend. For an M -mark to be scored, the point to which it refers must be seen in the candidate's answers. If a candidate fails to score a particular M -mark, then none of the dependent A -marks can be scored.
A marks	These are accuracy or <u>answer</u> marks, which either depend on an M -mark, or allow a C -mark to be scored.
C marks	These are <u>compensatory</u> method marks which can be scored even if the points to which they refer are not written down by the candidate, providing subsequent working gives evidence that they must have known it. For example, if an equation carries a C -mark and the candidate does not write down the actual equation but does correct working which shows the candidate knew the equation, then the C -mark is given.
B marks	These are awarded as <u>independent</u> marks, which do not depend on other marks. For a B -mark to be scored, the point to which it refers must be seen specifically in the candidate's answers.

SIGNIFICANT FIGURES

If the data given in a question is to 2 sf, then allow an answer to 2 or more significant figures.

If an answer is given to fewer than 2 sf, then penalise once only in the entire paper.

Any exception to this rule will be mentioned in the Guidance.

General rule: For substitution into an equation, allow any subject - unless stated otherwise in the guidance

Question			Answer	Mark	Guidance
1	(a)		$\left(\frac{(0-)}{128-8} = \right) (-) 0.45 \text{ (m s}^{-2}\text{)}$	A1	Allow other gradient values that round to $(-)0.45$
1	(b)		Calculation of an area under graph, e.g. $\frac{1}{2} \times (8 + 128) \times 54$ OR 8×54 OR $\frac{1}{2} \times 120 \times 54$ OR $54 \times 8 + \frac{1}{2} \times 0.45 \times 120^2$ 3700 (m)	C1 A1	Allow ECF from (a) 3672 (m)
1	(c)		Any two from: acceleration not constant acceleration would not be a sudden change OR is likely to increase gradually (at the beginning) OR acceleration is likely to decrease gradually (at the end) To avoid passengers feeling sudden forces / spilling drinks OR Brakes can't be applied at maximum instantly/ friction and air resistance will change as the speed changes/braking force will change as speed changes	2 × B1	Allow deceleration for acceleration Allow line would be curved / not straight (could be on a sketch) Ignore wind speed Ignore turns, gradients (high speed train)
			Total	5	

Question			Answer	Mark	Guidance
2	(a)	(i)	Volume = $\frac{4}{3}\pi\frac{(0.560)^3}{8}$ OR volume = $\frac{4}{3}\pi(0.280)^3$ ($m =$) $8.9 \times 0.092 = 0.818\dots$ or $0.819\dots$	M1	$d = 0.5601666\dots$ $V = 0.092 \text{ (cm}^3\text{)}$
				M1	Allow one mark for $8.9 \times$ candidate's volume
2	(a)	(ii)	($\Delta d =$) $\frac{0.565-0.555}{2}$ (= 0.005) $\left(\frac{3\times0.005}{0.56} + \frac{0.1}{8.9} =\right) 3.8(\%)$ or $4(\%)$	C1	Allow $\Delta r = 0.0025$ Allow maximum / minimum methods (max $m = 0.85$ and min $m = 0.79$)
				A1	Allow 1sf with correct working Allow ecf for incorrect Δd Note use of $\Delta d = 0.001$, gives 1.7% Note use of $\Delta d = 0.01$, gives 6.4%
2	(b)	(i)	(mass of cylinder and six balls = $18 + 6 \times 0.82 =$) 23 (g)	C1	22.9
			(height of water displaced = $\frac{23}{6.2} =$) 3.7 (cm)	C1	3.69
			($x = 7.1 - 3.7 =$) 3.4 (cm)	A1	Allow one mark for $m = 4.92$ and height of water = 0.79 Allow two marks for $m = 4.92$ and $x = 6.3$ (cm)
2	(b)	(ii)	Density of sea water is greater (than tap water / $1(.0) \text{ g cm}^{-3}$) x increases and explanation linked to volume of (sea) water displaced or reference to upthrust / Archimedes principle	B1	
				B1	Allow height for volume Ignore vague reference to $V=m/p$
			Total	9	

Question			Answer	Mark	Guidance															
3	(a)	(i)	downwards arrow on the <u>filter paper</u> near Z (labelled <i>I</i>)	B1																
3	(a)	(ii)	(visible charge carriers of) Y are attracted to the negative (terminal of the power supply) or (visible charge carriers of) Z are attracted to the positive (terminal of the power supply) (visible charge carriers of) Y are positive or (visible charge carriers of) Z are negative (visible charge carriers of) Y travel a smaller distance or (visible charge carriers of) Z travel a greater distance speed of (the visible charge carriers of) Y is smaller or the speed of (the visible charge carriers of) Z is greater	B1 B1 B1 B1	Note do not accept contradictions Allow reverse argument in terms of repulsion Allow movement towards named terminal <table><tr><td>visible charge carrier</td><td>Y</td><td>Z</td></tr><tr><td>attracted</td><td>negative</td><td>positive</td></tr><tr><td>charge</td><td>positive</td><td>negative</td></tr><tr><td>distance</td><td>smaller</td><td>greater</td></tr><tr><td>speed</td><td>smaller</td><td>greater</td></tr></table>	visible charge carrier	Y	Z	attracted	negative	positive	charge	positive	negative	distance	smaller	greater	speed	smaller	greater
visible charge carrier	Y	Z																		
attracted	negative	positive																		
charge	positive	negative																		
distance	smaller	greater																		
speed	smaller	greater																		
3	(b)	(i)	$(V =) \frac{1.2 (\times 10^3)}{(1.2+2.6) (\times 10^3)} \times 4.8$ (V =) 1.5 (V)	C1 A1	Allow $V = \left(\frac{4.8}{(1.2+2.6) (\times 10^3)} \right) \times 1.2(\times 10^3)$ Allow 1.6 (V) for intermediate rounding in above															
3	(b)	(ii)	$\frac{4.8-3.2}{R} = \frac{3.2}{1.2 \times 10^3}$ OR $\frac{1.2(\times 10^3)}{3.2} \times (4.8 - 3.2)$ OR $3.2 = \frac{1.2 \times 4.8}{1.2 + R}$ $R = 600 (\Omega)$	C1 A1	Allow $R_{\text{total}} = 4.8 \div \left(\frac{3.2}{1.2 \times 10^3} \right)$ or 1800 Ω or other alternative methods Allow 1sf e.g. for 0.6 k Ω or 6×10^2															
3	(b)	(iii)	There will be little change in the <u>voltmeter</u> reading or <i>V</i> or the voltmeter will read (almost) 4.7 V to 4.8 V most of the potential difference is across the 120 k Ω resistor or resistance of thermistor is not large enough for a (significant) increase in p.d.	B1 B1	Allow p.d. across (fixed) resistor for voltmeter Allow range of change of resistance for, e.g. $\Delta R \sim 5\text{k}$ which is $\sim 4\%$ of 120K so small change (4%) in <i>V</i>															
			Total	11																

Question			Answer	Mark	Guidance
4	(a)		similarity: (both are defined as) work done per unit charge	B1	Allow energy (transferred) for work done Allow work per coulomb (since not a definition) or joule per coulomb
			difference: e.m.f. energy transfer from chemical / kinetic to electrical / electrically (working) AND p.d. energy transfer from electrical / by electrically (working) to heat	B1	Allow other forms for chemical / kinetic energy transfer from / work done on the charge carriers Allow other forms for chemical / kinetic Energy transfer to / work done by the charge carriers

Question		Answer	Mark	Guidance
4	(b)*	Level 3 (5–6 marks) Clear diagram and detailed description to compare / measure the e.m.f.s of A and B using potentiometer with relevant analysis <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3–4 marks) Diagram and some description of method to compare cells A and B using potentiometer with relevant analysis or Good description of method to compare cells A and B using potentiometer with relevant analysis or Clear diagram and limited method to compare cells A and B <i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i> Level 1 (1–2 marks) Limited method to compare cells A and B <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> 0 marks <i>No response or no response worthy of credit.</i>	B1× 6	Use level of response annotations in RM Assessor Indicative scientific points may include: Diagram: • Battery / power supply connected to length of wire • A or B connected • and ammeter/voltmeter/galvanometer connected • Workable circuit Description • Vary connection / resistance of potentiometer • Obtain balance point • Detail on obtaining balance point using known e.m.f., e.g. reduce size of meter readings • Length of wire measured at balance l_0 • Balance lengths l_A and l_B compared/measured for cells A and B • $E_A = \frac{l_A}{l_0} \times 2.2$ and $E_B = \frac{l_B}{l_0} \times 2.2$ • Measure current and p.d. for different lengths / resistances of potentiometer • graph of V against I or equivalent • sketch of graph • E = y-intercept of graph • switch off when not taking results to avoid heating wire • use a resistor to reduce current in circuit
Total			8	

Question			Answer	Mark	Guidance
5	(a)	(i)	Two lines horizontally with arrows in opposite directions	C1	Ignore length of lines (assessed in (ii))
			T and F_f labelled and arrow for T to the right	A1	Allow 24 (N) for T or F_f but not both Allow push for T and/or friction or F for F_f
			Line drawn vertically with downwards arrow and labelled weight / force due to gravity	C1	Allow “mg” or “W” or numerical values for weight Ignore gravity
			Line drawn vertically with upwards arrow labelled (normal) reaction (force) and length of line equal to weight line (by eye)	A1	Allow contact or R or N for reaction
5	(a)	(ii)	24 (N)	A1	Ignore “_”
5	(b)	(i)	Use of $P = \frac{W}{t}$ or $W = Fx$	M1	Allow s or d for x
			Correct algebraic steps e.g. $P = \frac{W}{t} = \frac{Fx}{t} = Fv$	A1	
	(b)	(ii)	$W = 49 \times 9.81 \times 2.4 \times \cos 81.4$	C1	Allow $W = 49 \times 9.81 \times 2.4 \times \sin 8.6$
			170 (J)	A1	172.51...Allow 172 or 173 Allow one mark for 1140 (J) – incorrect use of sin/cos
5	(b)	(iii)	$\frac{170}{2.4} + 24 (= 95 \text{ N})$	C1	Possible ecf from (b)(ii)
			$(P = 95 \times 0.75 =) 71 \text{ (W)}$	A1	Allow 72 W (use of 173)
			OR		
			(time =) 3.2 s	C1	
			$24 \times 0.75 + \frac{170}{3.2}$ OR $\frac{24 \times 0.75 \times 3.2 + 170}{3.2} = 71 \text{ (W)}$	A1	Allow 72 W (use of 173)
			Total	11	

Question			Answer	Mark	Guidance
6	(a)	(i)	total / sum of / net momentum before = total / sum of / net momentum afterwards or (algebraic) sum of the momentum before and after = 0 provided there is no external force	B1 B1	 Allow closed system
6	(b)	(i)	$0.18 \times \frac{0.065}{0.26}$ (= 0.045 kg m s ⁻¹)	M1	Allow $\frac{0.065}{0.26} = 0.25$ and 0.18×0.25 Note velocity may be calculated next to the table
6	(b)	(ii)	$0.18 \times \frac{0.065}{1.30}$ OR 0.009(0) (0.0090 – – 0.045 =) 0.054	C1 A1	Allow $0.18 \times (0.05 + 0.25)$ Note 0.036 gains one mark
6	(b)	(iii)	$(\frac{0.054}{0.27} =)$ 0.20 (m s ⁻¹)	A1	Allow 0.2 (1sf) Allow ecf from (b)(ii) Note for impulse of 0.036 from (ii), $v = 0.13$ (m s ⁻¹)
6	(c)		kinetic energy before collision = 5.625×10^{-3} (J) speed after collision = $\frac{0.045}{(0.18+0.27)}$ OR 0.10 (m s ⁻¹) kinetic energy after collision = 2.25×10^{-3} (J) (Collision is inelastic since) <u>kinetic energy</u> is not conserved OR speed after collision = 0.10 (m s ⁻¹) kinetic energy before collision = 5.625×10^{-3} (J) speed if elastic collision = 0.16 (m s ⁻¹) (Collision is inelastic since) <u>velocity</u> is not the same	M1 C1 M1 A1 M1 C1 M1 A1	0.005625 Note M1 marks are independent 0.00225 Allow KE / E_k for <u>kinetic energy</u> Allow KE before is not equal to KE after Not energy on its own
			Total	10	

Question			Answer	Mark	Guidance
7	(a)		(energy of a photon =) $\frac{6.63 \times 10^{-34} \times 3.00 \times 10^8}{5.32 \times 10^{-7}}$ OR $3.738... \times 10^{-19}$	C1	
			($\frac{0.001}{3.738 \times 10^{-19}}$ =) $2.7 \times 10^{15} \text{ (s}^{-1}\text{)}$	A1	Allow one mark for $2.7 \times 10^n \text{ (s}^{-1}\text{)}$
7	(b)	(i)	Constant phase difference	B1	Not same
7	(b)	(ii)	Use (vernier) calipers to measure distance (of n fringes)	B1	Not rule(r), micrometer Allow travelling microscope
			Measures the distance of n fringes and divide the distance by n	B1	
7	(b)	(iii)	($a =$) $\frac{5.32 \times 10^{-7} \times 1.80}{3.82 \times 10^{-3}}$	C1	$2.5068... \times 10^n$ Note $2.5 \times 10^{-4} \text{ m}$ scores one mark (3sf)
			($a =$) $2.51 \times 10^{-4} \text{ (m)}$ given to 3sf	A1	
7	(c)	(i)	($\lambda = \frac{5.32 \times 10^{-7}}{1.48}$ =) $3.59 \times 10^{-7} \text{ (m)}$	A1	Allow $3.6(0) \times 10^{-7} \text{ (m)}$ Note use of $f = \frac{3.00 \times 10^{-8}}{5.32 \times 10^{-7}}$ and $v = \frac{3.00 \times 10^{-8}}{1.48}$
7	(c)	(ii)	$r = 30^\circ$	C1	Note check diagram for angle marked
			($i = \sin^{-1}(1.48 \times \sin 30)) = \sin^{-1} 0.74 =$) $48 \text{ (}^\circ\text{)}$	A1	
			Total	10	

Question			Answer	Mark	Guidance
8*			Level 3 (5–6 marks) Clear description of the measurement of V and h and K and percentage uncertainty in h determined correctly <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3–4 marks) Limited attempt to describe the measurement of V and a detailed attempt to determine h and K OR h and percentage uncertainty in h or Clear description of the measurement of V and limited attempt to determine h and K OR h and percentage uncertainty in h <i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i> Level 1 (1–2 marks) Limited attempt to describe the measurement of V or limited attempt to determine h or K or percentage uncertainty in h <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> 0 marks <i>No response or no response worthy of credit.</i>	B1 × 6	Use level of response annotations in RM Assessor Indicative scientific points may include: Description of measurement of V • Use voltmeter to measure V • Decrease resistance of variable resistor until LED just lights • Use a tube to shield background light • Darken room • Repeat by increasing resistance of variable resistor until LED just switches off Analysis of data • Gradient = $\frac{h}{e}$ and y-intercept = $-\frac{K}{e}$ • $h = \text{gradient} \times 1.6 \times 10^{-19}$ • Evidence of method of determining gradient • Gradient ≈ 0.24 to any power of ten [2.4×10^{-15}] • Determines h ($\approx 3.8 \times 10^{-34}$ J s) • Method to determine y-intercept [-0.97 (V)] • Determines K ($\approx 1.55 \times 10^{-19}$ J) • Correct powers of ten and units • Draws worst acceptable line • Determines gradient of worst acceptable line • Calculates absolute uncertainty in gradient • Determines percentage uncertainty in gradient • Percentage uncertainty in $h = \text{percentage uncertainty in gradient}$

Need to get in touch?

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

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

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

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

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

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

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