

GCE

Religious Studies

H573/02: Religion and ethics

A Level

Mark Scheme for June 2022

Indicative content – Responses might include:	Guidance
<p>1. ‘The religious concept of sanctity of life is not relevant with regard to euthanasia.’ Discuss.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the origin of the religious concept - the belief that human life is made in God’s image • the belief that human life has a sacred value as a result of being made in God’s image • voluntary euthanasia – that a person’s life is ended at their request or with their consent • voluntary euthanasia in the case of incurable or terminal illness • non-voluntary euthanasia – that a person’s life is ended without their consent but with the consent of someone representing their interests • non-voluntary euthanasia in the case of a patient who is in a persistent vegetative state. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • scientific advances in medical understanding and treatment in 21st century mean that the religious concept of sanctity of life is not relevant with regard to euthanasia • regardless of scientific advances, the religious concept of sanctity of life is relevant as it keeps the idea that human life has unique value and should be given respect • the religious concept of sanctity of life is based on beliefs in God and God as creator of human life - which are not accepted by many - and is therefore not relevant • globally, beliefs in God and God as creator of human life, are still significant and therefore belief in sanctity of life is relevant with regard to euthanasia • the religious concept of sanctity of life is not relevant because the only concept that is relevant is what is in the best interests of the patient and the patient’s family and loved ones • the religious concept of sanctity of life is not relevant because the only concept that is relevant is quality of life – that human life has to possess certain attributes in order to have value • from the point of view of situation ethics, the only concept which is relevant with regard to euthanasia is which decision produces the most agapeic love • from the point of view of natural law, the religious concept of sanctity of life is relevant with regard to euthanasia because it upholds the primary precept of preservation of life • from the point of view of a person’s autonomy, the religious concept of sanctity of life is not relevant as each person should have complete control over their own life and decisions made about it 	<p>Candidates may argue that quality of life rather than sanctity of life is relevant with regard to euthanasia, but the focus of the response should be sanctity of life.</p> <p>Candidates may explore the ideas through evaluation and analysis of alternative religious interpretations or from non-religious interpretations. However, the focus of the response should be on the evaluation of the religious sanctity of life.</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> with regard to a patient who is in a persistent vegetative state, the religious concept of sanctity of life is not relevant because whilst their body may be alive, there is no longer any real life. 	

Indicative content – Responses might include:	Guidance
<p>2. Assess the view that good, bad, right and wrong are meaningless ethical terms.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> good, bad, right and wrong viewed in the context of naturalism - the belief that values can be defined in terms of some natural property in the world good, bad, right and wrong seen as having a factual basis that makes them true or false in describing something good, bad, right and wrong viewed in the context of intuitionism - the belief that basic moral truths are indefinable but self-evident good, bad, right and wrong viewed in the context of emotivism - the belief that ethical terms evince approval or disapproval good, bad, right and wrong seen as reflecting only what is in the mind of the person using such terms good, bad, right and wrong and how they might be understood in the context of absolutism and relativism. 	<p>Whilst a discussion of a variety of meta-ethical theories has merit the focus of the candidate's answer should be on whether ethical terms are meaningless.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> good, bad, right and wrong are meaningless ethical terms because they are entirely dependent on the judgment of each person which differs from one person to the next they are not meaningless because they have an objective factual basis about which people can agree or disagree good, bad, right and wrong are meaningless ethical terms because they are entirely relative to the situation, circumstance and context they are not meaningless because of absolutism - there is a universal and objective understanding of what they mean which overrides situation, circumstance and context good, bad, right and wrong are meaningless ethical terms because they are only value judgments based on what is approved or disapproved in a person's mind they are not meaningless because there is a general common-sense agreement in all people's minds about what constitutes good, bad, right and wrong good, bad, right and wrong are not meaningless because in utilitarianism they are defined by the concept of utility 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> • good, bad, right and wrong are not meaningless because in natural law, they are defined by the concept of telos • good, bad, right and wrong are not meaningless because in Kantian ethics, they are defined by the categorical imperative • good, bad, right and wrong are not meaningless because in situation ethics they are defined by whether or not agape is best served. 	

Indicative content – Responses might include:	Guidance
<p>3. ‘Choices about sexual behaviour should only be based on utilitarian ethics.’ Discuss.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • sexual behaviour as found, for example, in the following areas: premarital and extramarital sex, homosexuality • the morality, legality and tolerability of these areas of sexual behaviour and how this has changed over time given religious belief and the impact of secularism • application of the significant concept of utility (seeking the greatest balance of good over evil, or pleasure over pain) in teleological and relativist approaches, when making choices in the area of sexual behaviour • application of the hedonic calculus (calculating the benefit or harm of an act through its consequences) and its use as a measure of individual pleasure, when making choices in the area of sexual behaviour • application of act utilitarianism (calculating the consequences of each situation on its own merits) and its use in promoting the greatest amount of good over evil, or pleasure over pain, when making choices in the area of sexual behaviour • application of rule utilitarianism (following accepted laws that lead to the greatest overall balance of good over evil, or pleasure over pain) and its use in promoting the common good, when making choices in the area of sexual behaviour. 	<p>Any legitimate form of utilitarianism will be credited, although candidates may wish to consider that there are different approaches and theories within utilitarianism</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • making choices in the area of sexual behaviour should only follow utilitarianism because it is secular and does not depend on the outdated ideas of religious teaching, figures and institutions • act utilitarianism is based simply on pleasure and calculating the consequences of each situation on its own merits, and does not allow for a holistic approach to the persons involved • making choices in the area of sexual behaviour should only follow the approach of utilitarianism because it is democratic and allows for the will of the majority 	<p>Candidates may argue that making choices in the area of sexual behaviour should follow other normative ethical approaches (natural law, situation ethics, Kantian ethics) but the focus of the response should be utilitarianism.</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> • choices in the area of sexual behaviour should not be subject to the tyranny of the majority because the majority might not be right • making choices in the area of sexual behaviour should only follow the approach of utilitarianism because it upholds the principle of personal freedom • choices in the area of sexual behaviour always have to be subject to the societal norms and legislation of different countries • making choices in the area of sexual behaviour should only follow the approach of utilitarianism because as a teleological approach it focuses on the goal of sexual behaviour which is pleasure and/or reproduction • choices in the area of sexual behaviour are entirely private and personal and normative ethical theories have no role to play • making choices in the area of sexual behaviour should only follow the approach of utilitarianism because rule utilitarianism has as its goal promoting the common good • choices in the area of sexual behaviour based on the hedonic calculus - calculating the benefit or harm of an act through its consequences and measuring individual pleasure – could lead to exploitation. 	

Indicative content – Responses might include:	Guidance
<p>4. Critically compare the views of Aquinas and Freud on the conscience and its role in moral decision-making.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • Aquinas’s view of ratio (reason placed in every person as a result of being created in the image of God) • his view of synderesis (inner principle directing a person towards good and away from evil) • his view of conscientia (a person’s reason making moral judgments). • Freud’s view of psychosexual development (early childhood awareness of libido) • his view of the id (instinctive impulses that seek satisfaction in pleasure) • his view of the ego (mediates between the id and the demands of social interaction) • his view of the super-ego (contradicts the id and working on internalised ideals from parents and society tries to make the ego behave morally). 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p>	<p>Candidates may evaluate and analyse exploring the ideas of vincible and invincible</p>

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> • Aquinas’s view on the conscience and moral decision-making is rooted in his religious beliefs in God as creator of the human person and is theological • Freud’s view on the conscience and moral decision-making is rooted in his understanding (based on case studies) of the workings of the unconscious mind and is psychological • Aquinas regards the conscience as being ratio at work through the process of assessing and then reaching a moral decision • Aquinas’s theological approach means that ratio is placed in every person as a result of being created in the image of God. • Freud regards the conscience as being the unconscious mind at work through the interaction of the id and the ego • Freud’s psychological approach means that moral decision-making is subject to the workings of the superego • Aquinas holds that in each person, synderesis is effective in pointing towards good and away from evil in moral decision-making • Freud regards the superego as being the product of both parents and society which along with guilt are the key factors in moral decision • Aquinas regards the process of moral decision-making as being conscientia at work whereby in each situation reason is explicitly at work • Freud holds that the process of moral decision-making is the result of the demands of the superego which has a psychosexual background which can be traced to early childhood. 	ignorance

Level (Mark)	<u>Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1)</u> <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> • <i>Religious, philosophical and/or ethical thought and teaching</i> <i>Approaches to the study of religion and belief</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 1 (AO1) and the indicative content in the mark scheme.
6 (14–16)	An excellent demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • fully comprehends the demands of, and focusses on, the question throughout • excellent selection of relevant material which is 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 : <ul style="list-style-type: none"> • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
4 (8–10)	A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
3 (5–7)	A satisfactory demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • generally address the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. • A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success 	
2 (3–4)	A basic demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success 	
1 (1–2)	A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding 	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
6 (21–24)	<p>An excellent demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views 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 <p>Assessment of Extended Response: <i>There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.</i></p>	
5 (17–20)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear argument which is mostly successful • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
4 (13–16)	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
3 (9-12)	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success <p>Assessment of Extended Response: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
2 (5-8)	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success • 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)	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation 	

	Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i>
0 (0)	No creditworthy response

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 2022

H173, H573 AS and A Level Religious Studies

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% 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 messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses.

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.*)

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 additional 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. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.

- a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- b. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
- c. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- d. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.

7. Award No Response (NR) if:

- there is nothing written in the answer space.

Award Zero '0' if:

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

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

8. The **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 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.

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

H173, H573 AS and A Level Religious Studies

Introduction

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

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

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

Information and instructions for examiners

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

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

Using the Mark Scheme

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

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

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

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

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

Assessment Objectives

Two Assessment Objectives are being assessed in all questions:

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

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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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