



Oxford Cambridge and RSA

GCE

Religious Studies

H573/01: Philosophy of religion

A Level

Mark Scheme for June 2023

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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 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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. Award No Response (NR) if:
 - there is nothing written in the answer spaceAward 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 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*.

Response: indicative content	Guidance
<p data-bbox="204 286 727 322">1. Evaluate the verification principle.</p> <p data-bbox="204 356 927 454">AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul data-bbox="204 488 975 1066" style="list-style-type: none"><li data-bbox="204 488 906 555">• the influence of empiricism and discussions about language on logical positivism<li data-bbox="204 555 943 654">• the logical positivists' view that propositions can only be said to be meaningful if they can be verified (checked)<li data-bbox="204 654 975 792">• logical positivism's argument that a statement can only be meaningful if it is tautologous or if it can be checked with reference to direct experience (often called the strong verification principle)<li data-bbox="204 792 922 931">• Ayer's adaptation of this verification principle (often called the weak verification principle) to say that statements that could be verified in principle would also be meaningful<li data-bbox="204 931 906 1066">• examples that illustrate the above, including the rejection of religious and ethical statements as meaningful by some or all forms of the verification principle.	

AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:

- the exclusion of religious and ethical statements from philosophical debate is valid because these statements differ in nature from other types of statement
- the focus on empiricism enables language to be discussed on an equal footing by all
- the verification principle allows truth to be explored through human senses and not simply theoretically
- it does not simply reject the religious believer's views; it rejects statements made about religion by non-believers also

- the verification principle is too narrow in its discussion of language and therefore statements and discussions about many things become impossible, including ethics, feelings and aesthetics
- general scientific laws (gravity, for example) cannot be verified because one cannot be in all places simultaneously – in the same way, universal statements cannot be verified
- religious statements are not necessarily to be rejected because verification might take place after death
- the verification principle fails its own test and itself cannot be verified either analytically or synthetically

- while earlier forms of the verification principle are questionable because they deny talk about emotions, aesthetics or religion, Ayer's 'weak' verification principle has merit because it allows some things to be verified in principle, such as some biblical events and perhaps the existence of God demonstrated through design.

Responses may use other approaches such as meta-ethics or alternative views on religious language. These allow for a holistic view. Appropriate credit may be given if these ideas are linked to the verification principle.

Response: indicative content	Guidance
<p data-bbox="204 286 959 353">2. Critically assess the views of William James about religious experience.</p> <p data-bbox="204 421 927 517">AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul data-bbox="204 546 970 1189" style="list-style-type: none"><li data-bbox="204 546 970 712">• James’s view that there may be a psychological basis for religious experience but that this does not make them invalid as what is important is the fruit of the experience, rather than the cause of it: pragmatism, empiricism and pluralism as bases for his views<li data-bbox="204 719 970 815">• mystical experiences, for James, are marked typically by the four characteristics of ineffability, noetic quality, transiency and passivity<li data-bbox="204 822 970 918">• conversion experiences, for James, are about a shift in the central focus for a believer from one emphasis to another<li data-bbox="204 925 970 1021">• James’s view that the change in a believer results in fruits such as a greater sense of awareness, purpose in life or elation<li data-bbox="204 1028 970 1189">• James’s conclusion that there is more to existence than what can be found only in the material and objective realm, and while there may or may not be a divine being, a sense of union with this other can lead to peace and serenity for an individual.	

AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:

- James focuses on the usefulness of subjective religious experience, rather than truth claims, which could be argued to be a strength
- personal testimony and witness are sufficient reasons to support the validity of religious experiences
- there exist other claims that mystical experiences are genuine due to their having common features which suggest they must come from a true source
- the fruits of an experience are empirically testable, strengthening James's approach

- religious experiences can be explained by psychological means, such as projections or repressed neuroses
- religious ideas and experiences are all to be rejected as being products of society trying to see a greater purpose in life
- religion as a whole should be rejected as it is like a virus that scientific understandings of existence can replace
- physiological explanations, such as vitamin deficiencies, illnesses or the effects of mind-altering substances, can explain why people have religious experiences

- James gives useful insights into the psychological process behind religious experiences but he does not properly explore connections to God.

Response: indicative content	Guidance
<p data-bbox="204 286 858 353">3. ‘Descartes offers a coherent solution to the mind/soul and body problem.’ Discuss.</p> <p data-bbox="204 383 927 481">AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul data-bbox="204 510 962 1055" style="list-style-type: none"><li data-bbox="204 510 962 645">• Descartes’s substance dualism begins with his observation that it is possible to doubt all things, including the reality of his body due to the unreliability of the senses<li data-bbox="204 651 962 750">• the ability to think demonstrates that there exists a thinking part of the self, which Descartes argued to be wholly distinct from the body<li data-bbox="204 757 962 855">• his conclusion being articulated in his cogito ergo sum – I think, therefore I am – which necessitates the existence of the mind as an entity<li data-bbox="204 862 962 960">• his view that the mind cannot be divided into parts, unlike the body, and is a separate substance from the body<li data-bbox="204 967 962 1055">• his idea that the mind and body come together in the pineal gland, which he believed to be the only aspect of the body that was not a pair.	

AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:

- the body is indeed divisible and can be imagined as being separated, whereas the mind is not and is therefore substantially different from the body
- it is possible to doubt the existence of the body but not the mind – this experience strengthening Descartes’s views
- other scholars, such as Plato, argued for the existence of a separate mind/soul
- psychological insights give further evidence for the existence of the mind
- physiological insights suggest that brain waves do not of themselves answer the question of what someone is thinking, implying the brain and mind are distinct

- there is no explanation to how the brain and the mind interact
- physical damage to the brain can lead to mental impairment and so the two cannot be separate
- there is no physical evidence for the existence of a substance separate from the body, such as the soul
- it is a category error to suggest that there is a separate mind/soul: the body and mind/soul are different ways of thinking about the same thing

- Descartes’s views reflect an outdated understanding of the body (e.g. in his lacking modern knowledge of the function of the pineal gland) but some of his views successfully support dualism.

Response: indicative content	Guidance
<p>4. ‘Natural evil has no purpose.’ 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 distinction between natural evil and moral evil – evil that is not caused by humans as opposed to evil that is caused by humans • a statement of the problem of natural evil for religious believers – the suffering that is caused to humans and the planet is in the control of God who, as the God of classical theism should surely intervene to stop such suffering • the suggestion by thinkers such as Hick that natural evil exists to help the individual to develop virtues and to grow into the likeness of God • the suggestion by thinkers such as Augustine that natural evil comes from the imbalance in the relationship between God and humanity caused by the Fall • the suggestion by some religions that natural evil is tied into the principle of karma. 	<p>Students may use a variety of views on whether natural evil has a purpose. These views should be credited where appropriate.</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"> • natural evil exists as a tool used by God to develop humans • God is justified in not removing natural evil from the world because it serves an instrumentally good purpose • evil is necessary to appreciate good • natural evil serves the purpose of punishing humans for original sin • the quantity of suffering caused by natural evil, including the suffering of the innocent, precludes the 	

<p>existence of a divine being who might give natural evil purpose</p> <ul style="list-style-type: none">• the imbalance in suffering between different individuals or groups of people means that theodicies do not sufficiently explain natural evil• whether using evil for a purpose (as a means to an end) is morally justifiable• even when understood as the product of the Fall, it makes no sense to view natural evil as punishing humans for the sins of Adam and Eve• natural evil/suffering is simply a feature of the world and existence as a whole is without purpose• although individual instances of natural evil may not seem to have a purpose, God's perspective on the world is different to that of humans and so the purpose may be hidden from or misunderstood by people.	
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Level (Mark)	Levels of Response for A Level Religious Studies: Assessment Objective 1 (AO1) <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 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: <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 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 	
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 <p>Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
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 	

	<ul style="list-style-type: none">• 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 <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>
0 (0)	No creditworthy response

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