

GCE

Religious Studies

H573/01: Philosophy of religion

A Level

Mark Scheme for June 2022

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

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

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

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Indicative content – Responses might include:	Guidance
<p data-bbox="288 181 1011 241">1. ‘Augustine’s theodicy justifies evils in the world.’ Discuss.</p> <p data-bbox="288 286 1011 383">AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <li data-bbox="336 416 1066 512">□ Augustine’s assertion that the problem of evil can be explained by analysing the events of the Fall and the actions of humankind <li data-bbox="336 546 1066 674">□ for Augustine, at the Fall, the world lost its perfect status when humans exercised their free will and allowed evil (which is a lack of goodness) to exist in the world <li data-bbox="336 707 1066 835">□ the Fall, the fault of Adam and Eve, has an impact on all humanity as all people are descendants of Adam and Eve; this impact includes sharing the blame for their actions <li data-bbox="336 869 1066 965">□ natural evil, the loss of perfection in the natural world, followed from the Fall and is justified as a punishment for original sin <li data-bbox="336 999 1066 1095">□ moral evil, humans using their free will poorly, reflects the frailty in humans consequent from original sin <li data-bbox="336 1128 1066 1225">□ God allowing evil and suffering in the world is justified partially through his grace, demonstrated in the work of Jesus. 	

Indicative content – Responses might include:	Guidance
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> □ the focus on free will emphasises the central role that humans play in the process of evil and suffering. God cannot interfere with this free will lest humanity lose what makes it unique in the order of creation □ the focus on free will also corresponds with lived experience of the world: suffering is generally caused by other humans □ God cannot be said to have created evil because evil is, for Augustine, a privation/absence of good □ if the world was created perfectly, why would anyone choose to ruin this? □ some modern or science-based perspectives propose that humans do not all come from one pair of ancestors and therefore cannot have inherited the fault of original sin from Adam and Eve □ the explanation for natural evil seems to be opposed by a range of scientific understandings such as cosmology or geology □ the theodicy may require a literal reading of Genesis, which many reject; however, some would suggest that a mythological interpretation of Genesis does not contradict Augustine’s starting points. 	<p>Irenaeus’ theodicy and or Hick’s reworking of the Irenaean theodicy might be used as a comparator for evaluation, but in no way requisite.</p>

Indicative content – Responses might include:	Guidance
<p>2. Critically assess Aquinas’ Fifth Way.</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 emphasis is on telos or purpose in Aquinas’ Fifth Way: if things can be said to have a purpose, then it may be reasonable to conclude that a designer has ordered those things with a purpose in mind □ Aquinas’ argument is that things which themselves lack intelligence such as natural bodies act purposefully and that this does not occur by chance □ there is a requirement for those things that lack intelligence to be directed towards their purpose by an intelligent being, just as an arrow needs to be directed towards its target by an archer □ the intelligent being that directs all natural things towards their purpose is known as God □ as in Aquinas’ first three ways, his Fifth Way also appears to be an argument based on observation. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> □ the argument may be said to be strong because it successfully identifies purpose in all things which corresponds to that which we observe (although some might question whether it is true that all things have purpose) □ it seems reasonable to argue that natural things are directed in some way towards a purpose and only a divine being could provide purpose on a worldwide scale □ the appearance of purpose could be an illusion, as the product of chance, or it could result from evolution to suit a particular set of environmental conditions □ Aquinas’ argument can be seen as weak because it makes a logical jump to its conclusion that a purpose-giver must be God □ the appearance of purpose might be better understood as being given to things in our minds rather than as a property of those things □ the idea that the whole of creation’s supposed purpose can be likened to an inanimate object such as an arrow might undermine the argument. 	<p>General teleological approaches may be awarded however they must support Aquinas’s argument.</p>

Indicative content – Responses might include:	Guidance
<p>3. ‘Anselm’s four-dimensionalist approach successfully explains God’s action in time.’ 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"> □ Anselm’s development of Boethius’s suggestion that God is timeless and once we understand that God’s nature is different to ours; we will better understand that God perceives time completely different to us □ Anselm’s use of time as a fourth dimension to be considered alongside the three dimensions of space; in the same way that humans speak of God as outside space, we can speak of him as outside time, although this is different to God’s perspective □ as a result of this, Anselm argues that all times and all places are equally present to God not (as Boethius said) because they are all ‘now’ to God but because God himself is eternity and so each moment actually is in God □ as a result of this, for Anselm, God is present in the moment of choice for a person and so the freedom to choose, to act and potentially to create suffering remains with the person: God’s action in time, therefore, sits alongside free will but God doesn’t know the event has happened (following necessity) (and may not be a good act) until the choice is made. 	

Indicative content – Responses might include:	Guidance
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an analysis of Anselm’s refinement of Boethius’s views <input type="checkbox"/> an exploration of the fact that we cannot presume to understand God’s perspective on time <input type="checkbox"/> an exploration of the centrality of free will being maintained <input type="checkbox"/> a discussion about whether Anselm fully explains why God arbitrarily performs miracles <input type="checkbox"/> the contradictions in some of Anselm’s language (e.g. rejecting the use of temporal words when discussing God and yet using the terms ‘preceding’ and ‘following’ necessity) <input type="checkbox"/> if all moments are equally present to God, can God know what day it is today and therefore is there any point in praying to God? <input type="checkbox"/> without an everlasting model of God in time, it is unclear how God’s perspective can make up for the fact that he sees future sufferings and does not intervene. 	

Indicative content – Responses might include:	Guidance
<p>4. Critically evaluate Aristotle’s views on the Prime Mover.</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"> <input type="checkbox"/> the Prime Mover is Aristotle’s explanation for change in the world <input type="checkbox"/> the entire universe for Aristotle is eternal but there is movement within the world and this is because all things are being drawn towards the Prime Mover <input type="checkbox"/> all things in this world have desire for the Prime Mover and are drawn to it; they move towards it through their constant change from actuality to potentiality to actuality <input type="checkbox"/> the Prime Mover itself is pure actuality and so, as the final cause, it draws all things to it, much like a magnet draws iron to it <input type="checkbox"/> the connection between the Prime Mover and final cause <input type="checkbox"/> at times, Aristotle described the Prime Mover as god but this is an impersonal god that only contemplates itself with no awareness of this world. 	

Indicative content – Responses might include:	Guidance
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> □ Aristotle’s views are based on empiricism, which attracts its own strengths and weaknesses □ on a smaller scale, it seems reasonable that things are drawn towards some sort of final cause, although there is not necessarily a valid leap to argue that all things act in the same way □ Aristotle’s cosmology is limited in its accuracy, which may undermine all his views □ the Prime Mover is a reasonable explanation for perpetual motion based on Aristotle’s worldview but gravity may be a better explanation of, for example, the rotation of planets □ it may be reasonable to seek a final reason for the changes in all things, which the Prime Mover gives, without the added complications of religious models of God □ any suggestion of purpose could be projected onto things by humans □ it is difficult to see how the Prime Mover interacts or ever interacted with the rest of the universe □ despite Aristotle’s insistence on empiricism, he requires rationalism to justify the Prime Mover; alternative rationalist approaches might therefore be more convincing. 	<p>Plato’s Form of the Good might be used as a comparator for evaluation, but is in no way requisite</p>

Level (Mark)	<p><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></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Religious, philosophical and/or ethical thought and teaching</i> <p><i>Approaches to the study of religion and belief</i></p>	<p>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.</p>
6 (14–16)	<p>An excellent demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fully comprehends the demands of, and focusses on, the question throughout <input type="checkbox"/> excellent selection of relevant material which is skillfully used <input type="checkbox"/> accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used <input type="checkbox"/> thorough, accurate and precise use of technical terms and vocabulary in context <input type="checkbox"/> extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
5 (11–13)	<p>A very good demonstration of knowledge and understanding in response to the question :</p> <ul style="list-style-type: none"> <input type="checkbox"/> focuses on the precise question throughout <input type="checkbox"/> very good selection of relevant material which is used appropriately <input type="checkbox"/> accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used <input type="checkbox"/> accurate and appropriate use of technical terms and subject vocabulary. <input type="checkbox"/> 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)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the question well <input type="checkbox"/> good selection of relevant material, used appropriately on the whole <input type="checkbox"/> mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth <input type="checkbox"/> mostly accurate and appropriate use of technical terms and subject vocabulary. <input type="checkbox"/> 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)	<p>A satisfactory demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> generally addresses the question <input type="checkbox"/> mostly sound selection of mostly relevant material <input type="checkbox"/> some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth <input type="checkbox"/> generally appropriate use of technical terms and subject vocabulary. <input type="checkbox"/> 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"><input type="checkbox"/> might address the general topic rather than the question directly<input type="checkbox"/> limited selection of partially relevant material<input type="checkbox"/> some accurate, but limited, knowledge which demonstrates partial understanding<input type="checkbox"/> some accurate, but limited, use of technical terms and appropriate subject vocabulary.<input type="checkbox"/> 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"><input type="checkbox"/> almost completely ignores the question<input type="checkbox"/> very little relevant material selected<input type="checkbox"/> knowledge very limited, demonstrating little understanding<input type="checkbox"/> very little use of technical terms or subject vocabulary.<input type="checkbox"/> 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)	<u>Levels of Response for A Level Religious Studies: Assessment Objective 2 (AO2)</u> <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
6 (21–24)	An excellent demonstration of analysis and evaluation in response to the question: <ul style="list-style-type: none"> <input type="checkbox"/> excellent, clear and successful argument <input type="checkbox"/> confident and insightful critical analysis and detailed evaluation of the issue <input type="checkbox"/> views skillfully and clearly stated, coherently developed and justified <input type="checkbox"/> answers the question set precisely throughout <input type="checkbox"/> thorough, accurate and precise use of technical terms and vocabulary in context <input type="checkbox"/> extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation Assessment of Extended Response: <i>There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.</i>	
5 (17–20)	A very good demonstration of analysis and evaluation in response to the question: <ul style="list-style-type: none"> <input type="checkbox"/> clear argument which is mostly successful <input type="checkbox"/> successful and clear analysis and evaluation <input type="checkbox"/> views very well stated, coherently developed and justified <input type="checkbox"/> answers the question set competently <input type="checkbox"/> accurate and appropriate use of technical terms and subject vocabulary. <input type="checkbox"/> a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
4 (13–16)	A good demonstration of analysis and evaluation in response to the question: <ul style="list-style-type: none"> <input type="checkbox"/> argument is generally successful and clear <input type="checkbox"/> generally successful analysis and evaluation <input type="checkbox"/> views well stated, with some development and justification <input type="checkbox"/> answers the question set well <input type="checkbox"/> mostly accurate and appropriate use of technical terms and subject vocabulary. <input type="checkbox"/> a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i>	

<p>3 (9–12)</p>	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> some successful argument <input type="checkbox"/> partially successful analysis and evaluation <input type="checkbox"/> views asserted but often not fully justified <input type="checkbox"/> mostly answers the set question <input type="checkbox"/> generally appropriate use of technical terms and subject vocabulary. <input type="checkbox"/> 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>
<p>2 (5–8)</p>	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> some argument attempted, not always successful <input type="checkbox"/> little successful analysis and evaluation <input type="checkbox"/> views asserted but with little justification <input type="checkbox"/> only partially answers the question <input type="checkbox"/> some accurate, but limited, use of technical terms and appropriate subject vocabulary. <input type="checkbox"/> a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success <input type="checkbox"/> 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>	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> very little argument attempted <input type="checkbox"/> very little successful analysis and evaluation <input type="checkbox"/> views asserted with very little justification <input type="checkbox"/> unsuccessful in answering the question <input type="checkbox"/> very little use of technical terms or subject vocabulary. <input type="checkbox"/> 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>
<p>0 (0)</p>	<p>No creditworthy response</p>

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

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

AO2 (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study).

Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed.

Responses are credited for **AO2** for how well the response addresses the question, for candidates using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response

Questions in this paper are marked using a levels of response grid. When using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response or particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.

Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Assessment of Extended Response

The GCE General Conditions of Recognition state that:

GCE 5.1 In designing and setting the assessments for a GCE qualification which it makes available, or proposes to make available, and awarding organization must ensure that, taken together, those assessments include questions or tasks which allow Learners to -

- a) provide extended responses

As such, the quality of extended responses are assessed in all questions. While marks are not specifically given for this, descriptors for extended responses can be found in the AO2 Levels of Response *in italics*.

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