



Oxford Cambridge and RSA

GCE

Religious Studies

H573/02: Religion and ethics

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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Response: indicative content	Guidance
<p>1. 'In situation ethics, moral decision-making is entirely individualistic and subjective.' Discuss. [40]</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"> • origins of agape in the New Testament and in the writings of Fletcher • Fletcher's six propositions: (1) love is the only thing which is intrinsically good; (2) love is the ruling norm in moral decision-making and replaces all laws; (3) love and justice are the same thing – justice is love which is distributed; (4) love wills the neighbour's good regardless of whether the neighbour is liked or not; (5) love is the goal of the act and justifies any means to achieve that goal (6) love decides on each situation as it arises without a set of laws to guide it • Fletcher's four working principles: (1) pragmatism – decisions based on experience rather than theory; (2) relativism – decisions based on making the absolute laws of Christian ethics relative; (3) positivism – decisions begin with belief in the reality and importance of love; (4) personalism – decisions recognise that persons, not laws or anything else, are at the centre of this approach • Fletcher's understanding of what conscience is and what it is not i.e., a verb not a noun; a term which describes attempts to make decisions creatively. 	<p>Candidates should focus on the actual wording of the question using the ideas of 'individualistic and subjective' in order to attain the higher levels; rather than just outlining strengths and weaknesses of situation ethics.</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"> • situation ethics is teleological basing itself on how the outcome might be evaluated based on subjective judgment • the concept of <i>agape</i> is not fixed but depends on how an individual might understand and interpret it • situation ethics deliberately rejects absolutist thinking and by making absolutist laws relative is inevitably individualistic and subjective • in applying the principle of pragmatism, situation ethics has to be individualistic and subjective since it is always based on experience rather than theory • in applying the principle of personalism, situation ethics removes any laws and requires an individualistic and subjective approach which makes persons the centre • conversely, whilst situation ethics has a subjective and individualistic foundation, at the same time it also has 	<p>Candidates may explore Fletcher's understanding of conscience in response to this question.</p>

<p>guidance provided by the six propositions and four working principles</p> <ul style="list-style-type: none"> • situation ethics does not make moral decision-making entirely subjective and individualistic because there is an overall ruling norm – <i>agape</i> • the fifth proposition explains that moral decision-making cannot be individualistic and subjective since the goal or end has to be love • situation ethics is no different from other teleological ethical theories in that individual and subjective approaches have to be applied to moral decision-making • moral decision-making in situation ethics can only be subjective and individualistic to a limited degree since it cannot be made outside of, or contrary to, the laws of a state. 	
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Response: indicative content	Guidance
<p>2. Critically assess the importance of sanctity of life in decisions about euthanasia. [40]</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"> • sanctity of life may be seen as the concept that human life is made in God’s image and is therefore sacred and has intrinsic value. • candidates may use Biblical references or material from Natural Law to illustrate this point • euthanasia may be defined as a person’s life being deliberately brought to an end in the case of having an incurable or terminal illness or in the case of being in a persistent vegetative state • euthanasia may be classified as being voluntary – that a person’s life is ended at their request or with their consent • it may be classified as non-voluntary – that a person’s life is ended without their consent but with the consent of someone representing their interests • complete autonomy with regard to euthanasia may be seen as a person having absolute rights over their own life and over any decisions made about it • quality of life may be seen as the concept that human life has to possess certain attributes in order to have value 	<p>To access the higher levels, candidates need to focus on the importance of the sanctity of life and other concepts that are covered need to be linked to sanctity of life.</p> <p>Some candidates may focus on religious and non-religious views of sanctity of life.</p>
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p>	

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| <ul style="list-style-type: none">• since it is largely a religious concept, sanctity of life is no longer important given the secular nature of twenty-first century medical ethics• sanctity of life is built on an unproven set of beliefs which are unsupported such as the existence of a creator God• twenty-first century medical ethics cannot be based on sanctity of life since this implies that human life has an invisible spiritual aspect evidenced by belief in the soul/spirit• the most important concept with regard to euthanasia is not sanctity of life but the person's autonomy with regard to decisions about the ending of their own life• situation ethics might suggest that the most important concept with regard to euthanasia is the maximisation of agapeic love• conversely, sanctity of life might be regarded as the most important concept with regard to euthanasia because it gives to human life a sacred value• it is only when sanctity of life is recognised as the most important concept that sufficient weight is given to the complex decisions with regard to euthanasia• sanctity of life when applied to the person is the most important concept since it prevents euthanasia of humans being seen on the same level as euthanasia of non-human animals• natural law might suggest that the <i>telos</i> of human life is that it comes to an end at a time of God's choosing rather than of doctors• one of the main precepts of natural law is the preservation of life and this is based on the concept of sanctity of life | |
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Response: indicative content	Guidance
<p>3. Evaluate the view that utilitarianism provides the best approach to sexual ethics. [40]</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 ethics may be identified as including the areas of premarital sex, extramarital sex and homosexuality • application of the significant concept of utility (what will offer the greatest happiness to the greatest number of people) in teleological and relativist approaches to sexual ethics • 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 as this affects people and decision-making with regard to sexual ethics • 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 in sexual ethics • 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 in sexual ethics. 	
<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • utilitarianism – both act and rule – provides the best approach to sexual ethics as it is a teleological and relativist system which is based only on consequences of actions • unlike situation ethics and natural law, utilitarianism is the best approach because it is not based on any a priori belief in God or religion which makes it particularly relevant in a secular world • unlike Kantian ethics, utilitarianism is the best approach because it does not rely on a narrow deontological and absolutist approach to the complex issues of sexual ethics • since individual pleasure is the most important aspect of sexual ethics, utilitarianism provides the best approach through the use of the hedonic calculus as the measure of pleasure • since sexual ethics involves all people in society, utilitarianism provides the best approach through the use of rules which promote the common good • conversely, act utilitarianism might promote selfish individual pleasure at the expense of key beliefs and 	<p>Some candidates may use other forms of utilitarianism, including preference utilitarianism and negative utilitarianism and these are valid approaches.</p>

<p>laws about what is good, bad, right or wrong in the area of sexual ethics</p> <ul style="list-style-type: none">• it is impossible to calculate the benefit or harm of an act through its consequences within the area of sexual ethics whether this be for the individual or for society at large• the concept of utility is too simplistic to apply as it does not recognise the complexity of human beings and their decision-making and actions with regard to issues in sexual ethics• religious beliefs found in natural law and situation ethics have shaped human understanding of sexual ethics over millennia and thus provide the best approach to sexual ethics• utilitarianism does not sufficiently guard against exploitation in the area of sexual ethics; this can only be done through the application of other ethical theories such as Kant's second formulation of the categorical imperative whereby people are treated as ends in themselves and not means to an end.	
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Response: indicative content	Guidance
<p>4. ‘Kant’s categorical imperative is very helpful in moral decision-making.’ Discuss. [40]</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 categorical imperative is a command to act that is good in itself regardless of the consequences • the first formulation of the categorical imperative is the formula of the law of nature (whereby a maxim can be established as a universal law) • the second formulation of the categorical imperative is the formula of the end in itself (whereby people are treated as ends in themselves and not means to an end) • the third formulation of the categorical imperative is the formula of the kingdom of ends (whereby a society of rationality is established in which people treat each other as ends and not means) • whilst the categorical imperative is the imperative of morality, this is not the case with the hypothetical imperative which is a command to act to achieve a desired result. 	
<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 categorical imperative provides the best way of understanding and then applying an absolutist ethic theory • the three formulations of the categorical imperative when taken together are easy to grasp and to apply • the formula of the law of nature is particularly helpful in ensuring that moral decision-making is equally 	<p>Candidates offering alternative ethical approaches, as more or less helpful, need to link these back to the assessment of the categorical imperative.</p>

<p>applicable to all people especially from a modern global perspective</p> <ul style="list-style-type: none">• the formula of the end in itself is essential for upholding the dignity of every human person and human rights in general• the formula of the kingdom of ends provides a vision of a society based on reason and mutual respect• conversely, the categorical imperative is only helpful if the premise of absolutism - rather than relativism - is accepted• moral decision-making with its complex issues requires responsiveness and flexibility for which the categorical imperative does not allow• apart from very general moral principles such as 'do not murder', the categorical imperative cannot provide the detail necessary for moral decision-making• moral decision-making involves people from very diverse backgrounds who have very different understandings of what is good, bad, right and wrong making the categorical imperative less than helpful• in moral decision-making, the only very helpful part of the categorical imperative is the formula of the end in itself – the formula of the kingdom of ends is not at all applicable.	
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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	A weak demonstration of analysis and evaluation in response to the question:	

(1–4)	<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 <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>
0 (0)	No creditworthy response



MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 2023

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
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11. Annotations

Annotation	Meaning
L1	Level one – to be used at the end of each part of the response in the margin.
L2	Level two – to be used at the end of each part of the response in the margin.
L3	Level three – to be used at the end of each part of the response in the margin.
L4	Level four – to be used at the end of each part of the response in the margin.
L5	Level five – to be used at the end of each part of the response in the margin.
L6	(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.
SEEN	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 provide extended responses

As such, the quality of extended responses is 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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