

Higher

GCSE

Physics A Gateway

J249/04: Paper 4 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2024

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

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

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

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

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

© OCR 2024

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 Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 50% 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, email or via the RM Assessor messaging system.

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 the annotation SEEN to confirm that the work has been seen.
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 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 email.

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:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

Level of response question on this paper is **21c**.

11. Annotations available in RM Assessor

Annotation	Meaning
	Correct response
	Incorrect response
	Omission mark
	Benefit of doubt given
	Contradiction
	Rounding error
	Error in number of significant figures
	Error carried forward
	Level 1
	Level 2
	Level 3
	Benefit of doubt not given
	Noted but no credit given
	Ignore

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

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

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

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

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

The breakdown of Assessment Objectives for GCSE (9-1) in Physics A:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

J249/04

Mark Scheme

June 2024

For answers to Section A if an answer box is blank ALLOW correct indication of answer e.g. circled or underlined.

Question	Answer	Marks	AO element	Guidance
1	C	1	2.1	
2	D	1	2.1	
3	C	1	1.1	
4	A	1	1.1	
5	B	1	1.2	
6	D	1	1.1	
7	C	1	2.1	
8	B	1	1.2	
9	A	1	2.1	
10	C	1	1.2	
11	A	1	2.1	
12	A	1	2.1	
13	C	1	2.1	
14	A	1	2.2	
15	B	1	2.2	

J249/04

Mark Scheme

June 2024

Question			Answer	Marks	AO element	Guidance
16	(a)		✓✓	2	2 × 1.1	Mark independently Correct matching of both transformers to what they do Correct matching of what they do to reason If no other marks scored: ALLOW 1 mark for step-down transformer → decreases pd → for safety OR step-up transformer → decreases current → reduces heat losses
	(b)		First check the answer on the answer line If answer = 450 (A) award 2 marks $132\,000 \times I_p = 1800 \times 33\,000 \checkmark$ OR $(I_p =) 1800 \times 33\,000 \div 132\,000 \checkmark$ $(I_p =) 450 \text{ (A)} \checkmark$	2	2 × 2.1	ALLOW substitution into any correct rearrangement of the equation ALLOW equation in letters/words rearranged $(I_p =) V_s I_s \div V_p$

J249/04

Mark Scheme

June 2024

	(c)		Alternating (current) / a.c. ✓ p.d./voltage/current/it changes direction / becomes + and – / changes polarity ✓	2	1 x 1.1 1x3.2b	ALLOW p.d./voltage/current/it/oscilloscope trace/charge <u>flow</u> goes in both directions or both ways or two ways or different ways ALLOW oscillates/fluctuates across the centre/zero IGNORE just changes or switches / goes up and down / alternates IGNORE charge changes from positive to negative
--	-----	--	---	---	------------------------------	---

J249/04

Mark Scheme

June 2024

Question			Answer	Marks	AO element	Guidance
17	(a)		Contaminated because radioactive material touched the workers / was breathed in ✓ Irradiated because workers were exposed to radiation (from outside of the body) ✓	2	2 × 1.1	ALLOW it is in contact with (workers) / went on/inside them DO NOT ALLOW answers which also include ideas about irradiation e.g. radiation touches the workers/is inhaled ALLOW in presence of radiation/radiation passes into body DO NOT ALLOW answers which also include ideas about contamination
	(b)		Nuclear ✓ → Thermal ✓ → Kinetic ✓	3	3 × 2.1	IGNORE heat
	(c)	(i)	(It takes) 30 years / (average) time taken for number of (un-decayed or unstable) nuclei to halve / for activity to halve / for count rate to halve / for mass of undecayed nuclei to halve ✓	1	1.1	ALLOW atoms for nuclei ALLOW mass (of it/caesium) to halve / half of it/substance to decay IGNORE reactivity / time taken for a nucleus to halve
		(ii)	Radioactive decay is a random process. ☒ When a nucleus decays, it splits in half. ☐ With large numbers, it is easier to count half of the nuclei. ☐ ✓	1	1.1	
		(iii)	First check the answer on the answer line If answer = 3.5 (kg) award 2 marks (idea that 90 years =) 3 (half-lives) ✓ (mass = $28 \times (\frac{1}{2})^3$ =) 3.5 (kg) ✓	2	2 × 2.2	ALLOW evidence of 3 half-lives e.g. 28 → 14 → 7 → 3.5

J249/04

Mark Scheme

June 2024

	(d)		${}_{94}^{238}\text{Pu} \rightarrow {}_{92}^{234}\text{U} + {}_2^4\text{He}$ ${}_4^9\text{Be} + {}_2^4\text{He} \rightarrow {}_6^{12}\text{C} + {}_0^1\text{n}$ Correct mass for U ✓ Correct atomic number for U ✓ Correct mass and atomic number for n ✓	3	3 × 2.2	
--	-----	--	--	---	---------	--

J249/04

Mark Scheme

June 2024

Question			Answer	Marks	AO element	Guidance
18	(a)		Angle of incidence not equal to angle of reflection (at mirror B/second reflection) / AW ✓ Normal line is not at 90° (to surface of mirror B) / AW ✓	2	2 × 1.1	IGNORE not at correct angle If no other marks scored: ALLOW (second) reflected ray should be parallel to original ray for 1 mark
	(b)		dust on it/retroreflector ✓	1	3.2a	ALLOW it is dirty/dull/scratched/not smooth
	(c)		First check the answer on the answer line If answer = 61.6 (J) award 3 marks Select: (gravitational potential energy =) mass × gravitational field strength × height / (E =) mgh ✓ (E =) $77 \times 0.5 \times 1.6$ ✓ (E =) 61.6 (J) ✓	3	1.2 2 × 2.1	ALLOW 62 (J) ALLOW equation in any form

J249/04

Mark Scheme

June 2024

	(d)	First check the answer on the answer line If answer = 5.6×10^{14} (Hz) award 4 marks Select and rearrange: (frequency =) wave speed $\div$ wavelength / $f = v \div \lambda$ ✓ (f =) $3 \times 10^8 \div 5.32 \times 10^{-7}$ ✓ (f =) $5.639... \times 10^{14}$ ✓ (f =) 5.6×10^{14} (Hz) (2 s.f.) ✓	4	1.2 2.1 2.1 1.2	ALLOW correct substitution into unarranged equation for 1 mark ALLOW $5.639... \times 10^n$ for 2 marks ALLOW 5.6×10^n for 3 marks ALLOW this mark for clear evidence of an incorrect answer (correctly rounded) to two significant figures (not a bald answer to 2 s.f.)
	(e)	Eyes can only detect a limited range of (electromagnetic) waves / wavelength is too large (to be seen) / frequency is too small (to be seen) ✓	1	1.1	ALLOW (frequency/wavelength of) IR is outside of the range of EM waves that is detectable to the eye / eye is not able to see that frequency/wavelength of wave ALLOW eyes can <u>only</u> detect (visible) light BUT IGNORE IR is not visible to the eye / eyes cannot see/detect IR
	(f)	(i) Visible light has a larger frequency (than infrared) / ORA ✓ Visible light has shorter wavelength (than infrared) / ORA ✓	2	2 $\times$ 1.1	IGNORE longer/shorter frequency

J249/04

Mark Scheme

June 2024

		(ii)	Any two from: Count number of waves (passing a point) ✓ Measure time (for these waves with a stopwatch) ✓ Divide number of waves (passing a point) by the time (for these waves) ✓ Alternative method (idea of) measure time period / time for 1 wave ✓ Use frequency = $1 \div \text{time period}$ ✓	2	2 × 2.2	ALLOW count how many times an object e.g. cork bobs up and down IGNORE time it takes waves to travel a certain distance ALLOW count number of waves in a certain time for 2 marks If no other marks scored: (idea that) frequency is the number of waves per second for 1 mark
--	--	------	--	---	---------	--

J249/04

Mark Scheme

June 2024

Question			Answer	Marks	AO element	Guidance
19	(a)		First check the answer on the answer line If answer = 7 (%) award 2 marks (% system margin =) $(64.2 - 60.0) \div 60.0 \times 100$ ✓ (% system margin =) 7 (%) ✓	2	2 × 2.1	
	(b)	(i)	Any two from: (Idea that) demand may change ✓ (Idea that) supply (capacity) may change ✓ Weather may change / may be warmer or colder than expected ✓	2	2 × 3.2a	ALLOW don't know the exact demand / customers may use more or less electricity/heating (than predicted) ALLOW don't know the exact supply (capacity) ALLOW wind speed will change IGNORE seasons change
		(ii)	First check the answer on the answer line If answer = 35 (%) award 2 marks (% uncertainty =) $0.5 \times (6.2 - 3.0) \div 4.6 \times 100$ ✓ (% uncertainty =) 35 (%) ✓	2	2 × 3.3b	ALLOW answers that round to 35 (%)
	(c)	(i)	(Idea that) demand may be greater than supply / possibility of power cuts / may not be able to supply enough electricity (to customers) / AW ✓	1	3.2b	
		(ii)	First check the answer on the answer line If answer = 5.68 award 2 marks 4.5×0.04 OR 0.18 OR 4.5×1.04 OR 4.68 ✓ 5.68 ✓	2	2 × 2.2	ALLOW 5.7

J249/04

Mark Scheme

June 2024

Question			Answer	Marks	AO element	Guidance
20	(a)		First check the answer on the answer line If answer = 15 (m / s) award 3 marks Evidence for use of area under line / distance = area under (v-t) graph ✓ $30 = \frac{1}{2} \times u \times 4$ OR $u = 2 \times 30 \div 4$ ✓ (u =) 15 (m / s) ✓	3	3 × 2.2	ALLOW e.g. $5u \div 2$ OR $0.5 \times b \times h$ ALLOW evidence seen on graph ALLOW use of higher level answers using SUVAT equations of motion e.g. $s = (u + v)t \div 2$
	(b)	(i)	First check the answer on the answer line If answer = 27 (m) award 3 marks Select and rearrange: (distance =) final velocity² – initial velocity² ÷ 2 × acceleration OR $(s =) v^2 - u^2 \div 2 \times a$ ✓ Substitution: (s =) $-18^2 \div -12$ OR $18^2 \div 12$ OR $324 \div 12$ ✓ (s =) 27 (m) ✓	3	1.2 2 × 2.1	ALLOW correct substitution into unrearranged equation for 1 mark e.g. $0 - 18^2 = 2 \times -6 \times s$ OR $18^2 - 0 = 2 \times 6 \times s$ ALLOW d for s ALLOW -27 (m) ALLOW other correct use of SUVAT equations of motion

J249/04

Mark Scheme

June 2024

Question			Answer	Marks	AO element	Guidance
		(ii)	First check the answer on the answer line If answer = 2400 – 21 000 (N) award 3 marks Estimation of mass of car = 1500 (kg) ✓ (F =) 1500×6 ✓ (F =) 9000 (N) ✓	3	1.1 2 × 2.1	ALLOW 2 marks for force correctly calculated if mass is outside of range ALLOW 400 - 3500 (kg) ALLOW candidate's mass estimate x 6 for 1 mark ALLOW candidate's mass estimate x 6 correctly calculated for 2 marks
		(iii)	Any two from: Skid mark may not have clear start or end ✓ Skid mark may be curved / difficult to measure ✓ (Idea that) car may not have produced a skid for whole of braking (distance) / AW ✓ (Idea that) skid mark only occurs when the wheels stop turning ✓	2	2 × 3.2a	ALLOW skid marks don't appear as soon as braking starts / deceleration is not always large enough to produce skids marks

J249/04

Mark Scheme

June 2024

Question			Answer	Marks	AO element	Guidance
21	(a)		The Earth is accelerating ✓	1	1.1	
	(b)		Any two from: Star A has higher (maximum) intensity than star B / Star B has lower (maximum) intensity than star A ✓ Star A graph intensity peaks at shorter wavelength than star B / Star B graph intensity peaks at longer wavelength than star A ✓	2	2 × 3.1a	IGNORE stronger/more radiation If no other marks are scored: ALLOW star A is hotter than star B / ORA

Question	Answer	Marks	AO element	Guidance
Maximum of 3 marks if only explanation of radiation absorbed/emitted or effect of Earth's atmosphere is mentioned.				
21	* (c)	6	3 × 1.1 3 × 3.1b	AO1.1– Demonstrate knowledge and understanding of scientific ideas to explain the radiation absorbed and emitted by the Earth. • The Earth radiates (infrared) radiation back into space • The Earth emits less radiation than it absorbs. • If energy/radiation absorbed = energy/radiation emitted by the Earth, the temperature of the Earth stays constant • If energy/radiation absorbed > energy/radiation emitted by the Earth, the temperature of the Earth increases • The Earth absorbs UV/light/shorter wavelength (infrared) radiation • The Earth emits longer wavelength (infrared) radiation AO3.1b - Analyse information and ideas to explain the effect of the Earth's atmosphere on the actual temperature of the Earth. • Atmosphere/greenhouse gases trap/reflect (infrared) radiation • Amount of greenhouse gases is increasing • Greenhouse effect is increasing • Without atmospheric/greenhouse gases, temperature of the Earth would be very cold • Greenhouse gases/CO₂ in atmosphere absorb some of the Earth's emitted (infrared) radiation

J249/04

Mark Scheme

June 2024

		Level 1 (1–2 marks) A basic explanation of the radiation absorbed and emitted by the Earth OR a basic explanation of the effect of the Earth's atmosphere. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> 0 marks <i>No response or no response worthy of credit.</i>			• Greenhouse gases/CO₂ in atmosphere emit (infrared) radiation • Some of the (infrared) radiation emitted by the Earth is radiated/reflected back towards the Earth's surface • Some of the (infrared) radiation emitted by the Earth is radiated/reflected by the atmosphere/ (greenhouse) gases/CO₂
--	--	--	--	--	---

J249/04

Mark Scheme

June 2024

Question			Answer	Marks	AO element	Guidance
22	(a)		Refraction ray drawn with angle of refraction smaller than angle of incidence ✓	1	1.2	Judge by eye IGNORE direction of arrow and length of ray
	(b)		Glass is more (optically) dense than air ✓ The speed of light is lower in glass ✓	2	2 × 1.1	ALLOW glass has a different (optical) density (to air) DO NOT ALLOW glass is less (optically) dense ALLOW glass has a different refractive index (to air) ALLOW (the light) slows down DO NOT ALLOW the speed of light is higher in glass IGNORE ideas about wavelength and frequency If no other mark scored: ALLOW light changes speed (in glass)

J249/04

Mark Scheme

June 2024

22	(c)	(i)	Measure angles with a protractor ✓ Angle (of incidence and angle of refraction) measured between ray and normal ✓ And any two from: Draw normal (where ray enters block) ✓ Trace along light rays (with a pencil) ✓ Detail on tracing rays e.g., draw crosses along rays first then remove block and join them up ✓ Change the angle of incidence (to measure different angles of refraction) ✓ Plot a graph to show relationship between angle of incidence and angle of refraction ✓	4	2×1.2 $2 \times 3.3a$	ALLOW can be shown on Fig 22.1 ALLOW draw line at 90° (where ray enters block) ALLOW draw a line entering block and shine laser along it ALLOW use of pins on rays to trace where the light rays are
	(c)	(ii)	Calculate a constant from one pair of data values ✓ Calculate a constant from a different pair of angles and compare ✓	2	$2 \times 3.2a$	e.g., $22/14 = 1.57$ $34/22 = 1.55$ $48/30 = 1.60$ $55/33 = 1.67$ $62/36 = 1.72$ ALLOW use of vertical ratios e.g., $48/34 = 1.41$ $30/22 = 1.36$ etc ALLOW use of calculated constant from one pair of data values to show that it does not work with another pair of data values e.g., $22/14 = 1.57$ and $48 \div 1.57 \neq 30$ ALLOW use of vertical ratios e.g., $48/34 = 1.4$ but $30/22 = 1.36$ etc

J249/04

Mark Scheme

June 2024

	(d)	(Green and red light have) different wavelengths/frequencies ✓ (Idea that) the amount the speed changes (in glass) is different for each colour ✓	2	2 × 1.1	ALLOW red light has longer wavelength/smaller frequency / ORA DO NOT ALLOW red light has shorter wavelength/larger frequency / ORA ALLOW red light slows down the least (in glass) / ORA ALLOW speed of red light in glass is larger (than speed of green light) ALLOW speed in glass is different for each colour DO NOT ALLOW speed of red light in glass is smaller (than speed of green light) / ORA
	(e)	Both rays drawn as straight lines and refract towards principal axis ✓ The green ray crosses the principal axis closer to the lens than the red ray ✓	2	1.2 1.1	

Need to get in touch?

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

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

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

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

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

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

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