



GCSE

Psychology

J203/02: Studies and applications in Psychology 2

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 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 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, 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 and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - o if there is nothing written at all in the answer space
 - o OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - o OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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:

To determine the level – start at the highest level and work down until you reach the level that matches the answer

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
	Correct or expansion
	Incorrect
	Unclear
	AO1 point for Q19
	AO3 point for Q19
	Omission
	Stopped marking at this point/capped
	Highlighter
	Seen
	Irrelevant (Significant amount of material which doesn't answer the question)
	Blank page
	Repetition

12. Subject Specific Marking Instructions

SECTION A – Social Influence

Question			Answer	Mark	Guidance
1	(a)		D (Pre-frontal cortex).	1	
1	(b)		A (High authoritarian).	1	
1	(c)		A (England).	1	
2			1 mark for writing “ increases ” in the first row. 1 mark for writing “ increases ” in the second row.	2	Also credit “ has no effect ” in the first row.
3			1 mark for outlining the term ‘deindividuation’. 1 mark for an accurate example of deindividuation in relation to social influence.	2	In the example, a reference to ‘crowd’ alone is not enough; more detail is needed. However, the example does not need to use the word crowd, it can refer to a situation where we would expect a crowd e.g. concert, football match, protest, etc. Do not credit examples that do not pertain to social influence e.g. someone wearing a hood and mask, etc. Examples can be credited alone (for 1 mark only) if they imply knowledge of deindividuation.

Question			Answer	Mark	Guidance
					<u>Examples 2-mark answers:</u> People experience anonymity in a crowd. [1] For example, protestors in a rally experience deindividuation because they feel they cannot be identified. [1] Deindividuation is when people lose their sense of personal identity. [1] At a musical festival, people may dance when they wouldn't do if they were in a less busy area. [1]

Question			Answer	Mark	Guidance
4			<u>For each suggestion:</u> 1 mark for a suggestion as to how minority influence can be achieved. 1 mark for showing how this could reduce mental health stigma and discrimination in context of the source i.e. in a community centre.	4 [2+2]	There could be a reference to characteristics of minority influence, e.g., consistency/commitment/persuasion/flexibility which may be stated or described. Also accept relevant processes e.g. snowball effect, minority suggesting they have majority support, use of role models. Also accept strategies e.g. building a campaign. <u>Example 2-mark answers:</u> They could use persuasion [1] by asking someone who has suffered depression to come to the local community centre and give a talk on the experiences of mental health. [1] They could show their commitment to the cause [1] by giving up their own time to deliver leaflets and put up posters publicising an event about raising awareness of mental health. [1] NB The community centre/ mental health/stigma and discrimination do not have to be explicitly referred to in the answer to earn full marks. It is about the feasibility of the response given the context.

5	(a)	1 mark for identifying a relevant feature, for example: ▪ 153 participants (in Experiment 1), 48 (in Experiment 2), 141 (in Experiment 3A), 189 in Experiment 3B ▪ Pedestrians/passers-by (in Experiment 1 & 2) ▪ Students (in Experiment 3) ▪ Aged between 18 and 61/average age estimated as 39 years (in Experiment 1), average estimated age 46 years (in Experiment 2) ▪ Based in America (all experiments) New York (Experiment 1 & 2), Massachusetts (Experiment 3)	1	Do not credit sampling method.
5	(b)	1 mark for stating a weakness of opportunity sampling. Plus 1 mark for illustrating the weakness in context of the study.	2	<u>Example 2-mark answers:</u> The sample may not be representative [1]. As participants are selected by convenience, there may be more male pedestrians than female pedestrians [1]. Bickman's confederates may have been biased in their selection [1] only choosing participants who looked like they would be compliant rather than challenge them [1].
6	(a)	1 mark for stating rioters. Also credit sub-categories: protestors, retaliators, thrill seekers.	1	
6	(b)	1 mark for stating looters. Also credit sub-categories: opportunists, sellers.	1	
6	(c)	1 mark for stating a criticism of the effect of dispositional factors. 1 mark for elaborating on the stated criticism.	3	Candidates can be credited for criticising the effects of specific dispositional factors which are most likely to be:

			1 mark for illustrating the criticism in context of the source.		• self-esteem (probably in relation to conformity) • morality (probably in relation to anti-social behaviour) • locus of control (probably in relation to crowd behaviour) • authoritarian personality (probably in relation to defiance of authority). <u>Example 3-mark answers:</u> It is difficult to make generalisations with dispositional factors [1] because they focus on the individual more than situational factors [1]. Ali cannot predict how people will behave after the sporting competition because different people may perceive the same event in different ways [1]. This explanation over-emphasises the role of personality in social situations [1] and underplays the role of situational factors [1]. For example, a person may damage public property not because of a lack of morals but because it is acceptable in the country they are in for the competition [1].
6	(d)		1 mark for the correct percentage to 2 significant figures: 39% Up to 2 marks for accurate workings: $17 \div (17+21+6)$ OR $17 \div 44$ [1] x 100 or 0.38636.... [1]	3	Accept alternative forms of working out. Working marks are creditworthy if final answer is incorrect/not to 2 sig fig.

6	(e)	1 mark for stating a strength of quantitative data. Plus 1 mark for illustrating the strength in context of the source.	2 <u>Example 2-mark answers:</u> It is easy to identify patterns/trends [1] in people's behaviour during riots [1]. It is more objective than qualitative data [1] because Ali is using pre-determined types of people to categorise rioters [1]. Quantitative data is scientific [1] as Ali is trying to measure behaviour by tallying the types of rioters it rather than describing what they observed in their own words [1]. NB Do not credit easy/quick to collect as a strength.
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SECTION B – Sleep and Dreaming

Question			Answer	Mark	Guidance
7	(a)		A (Struggle to fall asleep).	1	
7	(b)		B (Struggle to stay asleep).	1	
7	(c)		A (20%).	1	
8			1 mark for each correctly identified term (in the right order): pons cerebral cortex bizarre	3	During REM sleep, intense brain activity driven by signals from the pons stimulates the limbic system. This random brain activity prompts dream synthesis in the cerebral cortex , often resulting in bizarre dreams.
9			1 mark for a feature of endogenous pacemakers. 1 mark for a feature of exogenous zeitgebers.	2	Award 1 mark only if only one feature is actually defined e.g. endogenous pacemakers are internal triggers whereas exogenous zeitgebers are not. Award 1 mark only if definitions are the wrong way around e.g. endogenous pacemakers are external triggers whereas exogenous zeitgebers are internal triggers. Award 1 mark only if definitions are linked to terms e.g. one is a set of external triggers whereas the others are internal triggers.

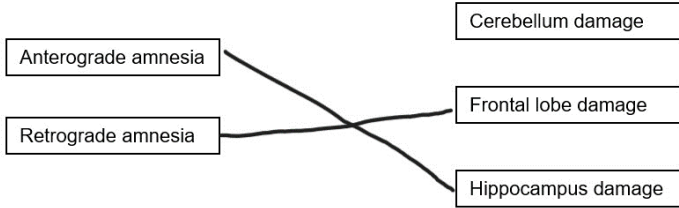
Question			Answer	Mark	Guidance
					<u>Example 2-mark answers:</u> Endogenous pacemakers are internal cues for sleep [1] whereas exogenous zeitgebers are external cues [1]. Endogenous pacemakers are bodily clocks [1] that regulate sleep, whereas exogenous zeitgebers are in the environment [1].
10	(a)		1 mark for stating being lost (in a large, unfamiliar city.)	1	
10	(b)		1 mark for stating a wish for a new adventure (in life).	1	
10	(c)		1 mark for stating a brief or basic criticism of Freudian Theory of Dreaming. 1 mark for further development of the criticism. 1 mark for illustrating the criticism in context of the source i.e. the content of Ling's dreams	3	<u>Most likely points:</u> Unscientific generally Subjectivity/open to interpretation Difficult to test e.g. because of investigating childhood, role of unconscious. <u>Example 3-mark answers:</u> The Freudian Theory of Dreaming is subjective [1]. Somebody else may analyse being lost in a

Question			Answer	Mark	Guidance
					unfamiliar city as insecurity [1] which means that interpretations cannot be reliable [1]. The theory is difficult to test [1] because if Ling's wish for a new adventure is unconscious [1] then they will not be able to dispute this interpretation [1].
11			1 mark for explaining the term 'repression.' 1 mark for an accurate example of what would be repressed i.e. emotionally negative thoughts/urges/events.	2	<u>Example 2-mark answers:</u> The process of pushing traumatic [1] experiences into the unconscious mind [1]. This is when thoughts are locked into the unconscious part of the mind [1] because they are too dangerous or threatening for the conscious part of the mind to deal with [1]. Repression involves making certain thoughts unconscious [1] like being attracted to your opposite sex parent [1]. NB Another verb besides 'repress' needs to be used in the definition as well as the reference to the unconscious mind. Do not credit references to the subconscious mind as a substitute for the unconscious mind.

Question			Answer	Mark	Guidance
12			<u>For each criticism:</u> 1 mark for stating a feature of the sample that can be criticised 1 mark for further outlining the criticism.	4 [2+2]	<u>Features of the sample which can be criticised:</u> one person, one sex, Russian, young/in his 20s, suffered from depression/mental disorder, rich/upper class/aristocrat. <u>Example 2-mark answers:</u> There is one person in the sample [1] so we cannot make any generalisations about his behaviour [1]. Wolfman had depression [1] so Freud shouldn't generalise to those without mental health problems [1]. The subject is Russian [1] so this is culturally biased [1]. NB When crediting the outline of the criticism be careful not to credit the same or similar statement twice e.g. 'it was one man so we cannot generalise to others' and 'he was part of the upper classes so we cannot generalise to others'. However do credit 4 for 'it was one man so we cannot generalise to women' and 'he was part of the upper classes so we cannot generalise (to other classes)'. NB 'cannot generalise', 'unrepresentative', 'biased' and 'low population validity' can count as

Question			Answer	Mark	Guidance
					distinct statements for the purpose of this question.
13	(a)		1 mark for stating melatonin.	1	
13	(b)		1 mark for stating one thing to change about the <u>physical</u> environment.	2 [1+1]	<u>Most likely changes:</u> • make the bedroom darker/turn off lights at night/hang a blackout blind in the window • make the bedroom quieter/start using earplugs/turn off noisy equipment • adjust the heating/ make the bedroom temperature neither too warm nor too cold/open a window at night • declutter the bedroom • remove reminders of working day • put clock out of sight Do not credit changes which involve people e.g. banishing a snorer from the bedroom.
14			1 mark for the correct ratio: 9:2 1 mark for accurate workings: (The greatest common factor is 4) $36 \div 4 = 9$ $8 \div 4 = 2$	2	

SECTION C – Memory

Question			Answer	Mark	Guidance
15	(a)		C (21).	1	
15	(b)		B (Independent measures design).	1	
15	(c)		D (All of the above).	1	
16			1 mark for each correctly matched relevant area of neurological damage. 	2	
17			<u>For each technique:</u> 1 mark for naming or outlining the technique used for recall. 1 mark for an elaboration describing the technique in context of the source i.e. bearing mind it is for a new chocolate drink and it is a local restaurant that requires the advert.	4 [2+2]	<u>Example 2-mark answers:</u> Cues [1] could be used in the advertisement by pairing the chocolate drink with comfort after a tiring day [1]. Repetition [1] could be used by repeating the advertisement in both print and digital media [1].

					Avoiding overload [1] by keeping the advertisement brief, to about 20 seconds [1]. Making the advert bizarre [1] then the audience will have to think about what it means in more depth making them more likely to remember the chocolate drink [1]. Using a familiar song for the advert [1] and then playing it in the restaurant so it triggers customers' memory of the chocolate drink [1]. NB The chocolate drink and/or restaurant do not have to be explicitly referred to in the answer to earn full marks. It is about the feasibility of the response given the context.
18			<u>For each memory function:</u> 1 mark for stating a memory function measured by the WMS.	2 [1+1]	<u>Relevant memory functions include:</u> Auditory (memory), visual (memory), visual working (memory), immediate (memory), delayed (memory). Also accept the seven subtests measured on the WMS (spatial addition, symbol span, design memory, general cognitive screener, logical (memory), verbal paired associates, visual reproduction).

Question			Answer	Mark	Guidance
19		*	AO1 Level 3 (5-6 marks): There is a thorough description of theories and a sound understanding of their key features. This is demonstrated with accuracy and clarity. The information presented is relevant and is very well structured. Level 2 (3-4 marks): There is a good description of theories and a reasonable understanding of their features. This is demonstrated with some accuracy and clarity. The information presented is relevant and in a good structure. Level 1 (1-2 marks): There is a basic description of at least one theory and some knowledge of key features of the theory/theories. This may include some inaccuracy. The information has some relevance but is presented with limited structure. 0 marks: No creditworthy response. AO3 Level 3 (6-7 marks): There is a thorough evaluation which offers breadth and/or depth covering at least two different points. Points are coherent and relevant, and the response is developed in order to reach a substantiated judgement in response to the question. Level 2 (4-5 marks): There is a good evaluation which offers breadth and/or depth covering at least two different points. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question. Level 1 (1-3 marks): There may be some basic attempt at evaluation, but it will be weak. Judgements will be either unclear or absent. 0 marks: No creditworthy response.	13	AO1 description marks can be awarded for knowledge and understanding of the Theory of Reconstructive Memory (i.e., concept of schemas, role of experience and expectation on memory, process of confabulation, distortion and the effect of leading questions) and at least one other theory from a different area of psychology. NB For 5-6 marks, the description of the Theory of Reconstructive Memory must clearly relate to the construct of memory. For AO1 to be placed in Level 2 or above, the response must refer to both the Theory of Reconstructive Memory and at least one other theory from another area of psychology. AO3 marks awarded for use of theories to make valid evaluation points relating to reductionism/holism. For example: • understanding the different perspectives on the debate • using the debate to evaluate theories • analysing the two perspectives in terms of their relative strengths and limitations

					For AO3: to be placed in Level 2 or above, the response must refer to both the Theory of Reconstructive Memory and at least at least one other theory from another area of psychology. NB Theories can be discussed collectively if they support the same side of the debate.
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SECTION D – Research Methods

Question			Answer	Mark	Guidance
20	(a)		1 mark for stating type of reward, or for stating stickers or (verbal) praise	1	
20	(b)		1 mark for stating (learning) motivation, or the number of (maths) problems correctly solved (or similar phrase to correctly solved)	1	NB Do not credit 'maths problems correctly solved' without 'number of'.
21			1 mark for stating a weakness of a laboratory experiment. 1 mark for illustrating the weakness in context of the source.	2	<u>Likely weaknesses:</u> low ecological validity, lack of construct validity, potential for demand characteristics <u>Example 2-mark answers:</u> A weakness of a laboratory experiment is that it lacks ecological validity. [1] Students are not

Question			Answer	Mark	Guidance
					usually asked to solve maths problems in a science laboratory, so the study did not represent a real-life situation. [1] This method tends to lack construct validity [1] as the DV (learning motivation) has to be quantitatively measured (narrowed down to number of maths problems solved). [1] Laboratory experiments have a problem with demand characteristics [1] because the students know they are part of an experiment they may work out that they are being rewarded for a reason and behave differently when doing the maths problems [1].
22			1 mark for outlining a strength of an independent measures design. Plus 1 mark for illustrating the strength in context of the source.	2	<u>Example 2-mark answers:</u> Removes order effects [1] as participants won't solve fewer maths problems correctly on the second condition just because they are bored or tired of doing them [1]. Reduces demand characteristics [1] because participants don't experience being given both types of rewards so cannot work out the IV that easily [1].

Question			Answer	Mark	Guidance
					It means that same maths problems can be used in both conditions [1] so eliminates task variables [1].
23			1 mark for choosing primary data.	1	
24			1 mark for identifying a relevant extraneous variable i.e. something that affects participants ability to solve the maths problems within or between conditions Plus 1 mark for how the identified extraneous variable would have an effect on the dependent variable, if not controlled and/or 1 marks for recognising that it would be difficult to isolate the effect of the independent variable	3	<u>Potential extraneous variables:</u> - any relevant participant variables given the independent measures design e.g. maths ability, age, initial motivation, intelligence - the difficulty of maths problems - participants being tested at different times - amount of time given to do test - maths experience e.g. quality of teaching, revision - factors affecting performance e.g. amount of sleep, hunger, stress levels, etc. <u>Example 2-mark answers:</u> A student's maths ability could be an extraneous variable [1] as more able mathematicians will find it easier to solve the problems [1] regardless of the reward they are given [1]. One extraneous variable is how difficult the maths test is [1] because if one condition had an easier test this would lead to more correct answers [1] yet the psychologist could claim its because that conditioned were praised rather than given a sticker [1].

Question			Answer	Mark	Guidance
					An extraneous variable might be the time at which participants are tested [1] because in the morning students are more alert and then would find it easier to solve the problems [1] making it difficult to separate the effect of the rewards from the effect of the time of day [1].
25	(a)		1 mark for stating mean: 6. 1 mark for accurate working: $(7+5+3+4+6+9+10+6+6+4) \div 10 = 6$ Or $60 \div 10 = 6$	2	
25	(b)		1 mark for the correct answer of 7 or 8. 1 mark for correct working showing the range is calculated by taking the lowest score from the highest (e.g. $10-3$) or $(10-3) + 1$.	2	
26	(a)		1 mark for showing an understanding of a technique for obtaining a random sample Plus 1 mark for illustrating how random sampling method could be used in the study in the context of the source i.e. by either referring to the participants from whom the sample is selected or by referring to the number of participants selected.	2	<u>Likely techniques:</u> drawing names from a hat, use of random number generator, randomiser software. <u>Example 2-mark answer:</u> The psychologist could have assigned a number to all the students in the school [1] and used a random number generator to choose the participants [1].

Question			Answer	Mark	Guidance
					The psychologist could use the first 20 names [1] drawn from a hat [1]. NB If the candidate's context is who goes into the hat/generator then they must refer to every student/all students/students from the school etc and not just students.
26	(b)		1 mark for stating a strength of the random sampling method. 1 mark for illustrating the strength in context of the source.	2	Likely strengths: high chance of a representative sample, no bias in selection. <u>Example 2-mark answers:</u> It provides a representative sample [1]. There is higher chance that students with a range of maths ability are chosen to participate [1]. There is no bias in the selection [1] so the psychologist cannot choose participants that they think are going to be likely to be motivated to do their best in the maths problems [1].

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