



GCSE

Psychology

J203/02: Studies and applications in Psychology 2

General Certificate of Secondary Education

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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RMASSASSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RMAssessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RMAssessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RMAssessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RMAssessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

J203/02

Mark Scheme

June 2022

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

J203/02

Mark Scheme

June 2022

- 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 RMAssessor **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.**

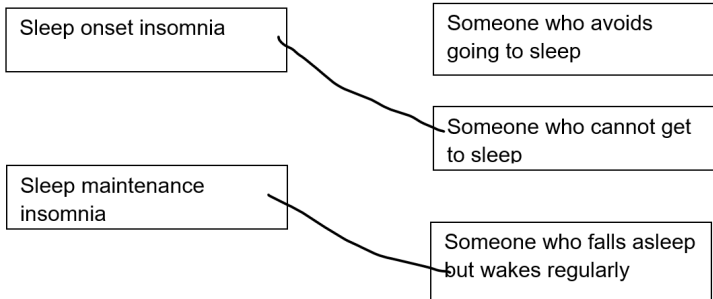
If you have any questions or comments for your team leader, use the phone, the RMAssessor messaging system, or e-mail.

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:
- 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
/	
?	Unclear
APP	Application
BOD	Benefit of doubt
λ	Omission
X	Incorrect
✓	Correct
E	Expansion of a point
EVAL	Evaluation
IRRL	Significant amount of material which doesn't answer the question
J	Justification
KU	Knowledge and Understanding
NBOD	No benefit of doubt given
REP	Repetition

Question		Answer	Mark	Guidance
1	(a)	1 mark for selecting A (White bedlinen).	1	
1	(b)	1 mark for selecting C (Russian).	1	
1	(c)	1 mark for selecting A (Father).	1	
2		<p>1 mark for each correctly matched definition of sleep disorders.</p> <p>For example;</p>  <p>The diagram consists of four rectangular boxes. On the left, there are two boxes: 'Sleep onset insomnia' (top) and 'Sleep maintenance insomnia' (bottom). On the right, there are two boxes: 'Someone who avoids going to sleep' (top) and 'Someone who falls asleep but wakes regularly' (bottom). A curved line connects 'Sleep onset insomnia' to 'Someone who cannot get to sleep' (the middle box on the right). Another curved line connects 'Sleep maintenance insomnia' to 'Someone who falls asleep but wakes regularly' (the bottom box on the right).</p>	2	If more than two lines are drawn then subtract 1 mark for each additional line.
3	(a)	1 mark for identifying melatonin as Hormone B (ticking the second box).	1	
3	(b)	<p>1 mark for a brief response identifying that the role of the pineal gland is to make melatonin. 1 further mark for an elaborated response demonstrating an understanding of the role of the pineal gland in sleep.</p> <p>For example; 'the pineal gland makes melatonin [1], it releases melatonin at night when it gets dark which makes us sleepy' [1], or 'At night when it gets dark [1], the pineal gland is switched on by the SCN to make melatonin' [1].</p>	2	For an elaborated response, there must be some reference to the role of the pineal gland in the sleep/wake cycle, for example, it is switched on at night (when it gets dark/inactive) during the day.

J203/02

Mark Scheme

June 2022

				Do not credit the effects of melatonin, for example, 'melatonin makes you sleepy', the question is focused on the activity of the pineal gland.
4	(a)	<p>1 mark for demonstrating an understanding that the SCN is part of the hypothalamus.</p> <p>1 mark for demonstrating an understanding that damage to the hypothalamus means the SCN is unresponsive to light.</p> <p>1 mark for contextualising how the damage to the hypothalamus can explain Kai's insomnia (as being caused by low melatonin).</p> <p>For example; 'the SCN is part of the hypothalamus [1], this means that melatonin will not increase when it gets dark [1] so Kai will have a lack of melatonin and will struggle to sleep' [1].</p>	3	Just mentioning Kai is not sufficient context – the context must relate to Kai's insomnia.
4	(b)	<p>1 mark for the identification of each technique.</p> <p>1 mark for an elaborated response describing how Kai could use each technique.</p> <p>For example, 'Kai could use relaxation techniques to help them sleep [1], they could practice deep breathing before they go to bed' [1]. 'Kai could also practice sleep hygiene [1], Kai should de-clutter their bedroom and remove anything to do with work so this does not distract them' [1]. 'Kai could practice sleep hygiene [1] by reducing the amount of alcohol they drink as this will affect their sleep' [1].</p>	4	<p>Medication (sleeping pills) is not creditworthy.</p> <p>If both responses relate to sleep hygiene, one must come from the physical environment and one from lifestyle.</p>
5	(a)	1 mark for giving 'fighting with friends' as an example of the manifest content of dreams from the source.	1	
5	(b)	1 mark for giving 'feeling unhappy at work' as an example of the latent content of dreams from the source.	1	
5	(c)	1 mark for giving ' <u>wants</u> to leave (their job/work)' as an example of wish fulfilment.	1	
5	(d)	<p>1 mark for the identification of a criticism of the Freudian Theory of Dreaming.</p> <p>1 mark for an elaborated response outlining the implication of the criticism.</p> <p>1 mark for demonstrating the criticism in context of the source.</p>	3	

J203/02

Mark Scheme

June 2022

		<p>Most likely answers will refer to:</p> <p>Subjectivity / open to interpretation Difficult to test Based on unreliable research Narrow interpretation of dreams (reductionist)</p> <p>For example; 'The Freudian Theory of Dreaming is subjective [1], Amit might have just dreamed about fighting with friends [1] but this is only Ling's opinion.' [1] or 'There is no way to test the Freudian Theory of Dreaming [1], Amit may not be recalling his dreams accurately or remembering them all [1] and so they cannot be verified or checked' [1].</p>		
6		<p>1 mark for showing a vague understanding of the role of the cerebral cortex in the Activation Synthesis theory of dreaming, e.g., random electrical signals.</p> <p>Up to 2 further marks for an elaborated response demonstrating an accurate understanding of the role of the cerebral cortex in the Activation Synthesis theory of dreaming, e.g., that the cerebral cortex attaches meaning (synthesis), and the brain uses stored memories.</p> <p>For example; 'Just before and during REM, electrical signals pass through the brain which activates the cerebral cortex [1]. The result of this is the higher brain tries to attach meaning to what is happening [1] and it uses stored memories which leads to dreaming' [1].</p>	3	
7	(a)	1 mark for C (Hippocampus)	1	
7	(b)	1 mark for B (Frontal lobe)	1	
7	(c)	1 mark for A (cerebellum)	1	
8		<p>1 mark for each correctly identified term:</p> <p>Sensory Maintenance Auditory</p> <p>For example;</p>	3	

J203/02

Mark Scheme

June 2022

		Information from the environment enters the ... sensory store. Information that is paid attention to will move to the short-term store. This store has a limited capacity. The model states that we must repeat the information in this store to keep it there. This is called maintenance rehearsal. Encoding in the short-term store is mainly auditory		
9	(a)	1 mark for the correct percentage to 2 decimal places: 36.36% 1 mark for accurate workings. For example: $14+8 = 22$ $8/22 \times 100 = 36.36\%$	2	Allow 36.36 Do not credit 36(%) but 1 mark can still be awarded if workings are accurate.
9	(b)	1 mark for the correct ratio: 7:4 1 mark for accurate workings. For example; The greatest common factor is 2 $14/2 = 7$ $8/2 = 4$	2	Evidence of correct workings out is sufficient for the mark. 1 mark can be awarded if an incorrect answer (4:7) is given as long as the workings are accurate.
10	(a)	1 mark for identifying 'Alex recalls having ice cream' as one example of confabulation.	1	
10	(b)	1 mark for giving one example of how expectations may have affected Alex and Li's memory. For example; 'Alex always has strawberry ice cream at the beach' [1].	1	
10	(c)	1 mark for showing an understanding of what reductionism is. 1 mark for an elaborated response explaining how The Theory of Reconstructive Memory could be considered reductionist. For example; 'The Theory of Reconstructive Memory could be considered reductionist because it uses schemas to reconstruct our memory [1], it doesn't tell us how these processes actually happen' [1], or "The Theory of Reconstructed Memory could be considered reductionist because it says memory is dependent only on one thing; schemas [1], it doesn't take into account other explanations of memory like rehearsal' [1].	2	For full marks, the response must show knowledge of The Theory of Reconstructive Memory.

J203/02

Mark Scheme

June 2022

11	(a)	<p>1 mark for the identification of a strength of the experimental method by name or description. 1 mark for an elaborated response explaining the strength in context of Braun <i>et al.</i> (2002).</p> <p>For example;</p> <p>'One strength of the experimental method is high control [1], for example, all participants were given a distraction task to reduce the chance of demand characteristics [1], this increases the validity', or 'One strength is that the experimental method uses a standardised procedure [1], all participants completed the same questionnaires and watched the Disney / non-Disney advert [1], this increases the reliability'.</p>	2	Reference to advertising in isolation is not creditworthy as it is given in the question.
11	(b)	<p>1 mark for demonstrating an understanding of what the independent measures design is. 1 mark for illustrating the use of the independent measures design in Braun <i>et al.</i>'s (2002) study.</p> <p>For example;</p> <p>'In an independent measures design, participants only take part in one of the conditions [1], in Braun <i>et al.</i> they were randomly assigned to the experimental group (Disney) or control group (non-Disney)' [1].</p>	2	
11	(c)	<p>1 mark for the identification of a weakness of an independent measures design. 1 mark for illustrating this weakness in context of Braun <i>et al.</i>'s (2002) study.</p> <p>For example;</p> <p>'One weakness of independent measures is individual differences may affect the results [1], as different people are taking part in the Disney and non-Disney conditions, natural differences in their memory may affect the findings' [1], 'One weakness of an independent measures design is more participants are needed [1], Braun needed 107 in experiment 1 (and 167 in experiment 2)' [1].</p>	2	
12	(a)	1 mark for identifying 'Sam' as the individual who wants to use repetition in the advertisement.	1	

J203/02

Mark Scheme

June 2022

12	(b)	1 mark for identifying 'Charlie' as the individual who wants to use cues in advertising.	1	
12	(c)	1 mark for demonstrating an understanding of autobiographical advertising. 1 further mark for an elaboration explaining the advertising in context of the product in the source. For example; 'Autobiographical advertising is advertising which tries to get people to recall past personal experiences [1]. Advertising the chocolate bar with positive memories such as spending time with the family could be used to advertise the product' [1].	2	
13	(a)	1 mark for identifying A (Civilian, milkman, guard).	1	
13	(b)	1 mark for identifying D (Obeyed the guard the most in all three situations).	1	
13	(c)	1 mark for identifying B (Ecologically invalid).	1	
14	(a)	1 mark for stating the question that is investigating pro-social behaviour as 'would you stop and help someone who had fallen over?' (question 2).	1	
14	(b)	1 mark for stating the question that is investigating obedience as ' would you put your mobile phone away in class if your teacher told you to?' (question 1).	1	
14	(c)	1 mark for an appropriate ethical issue by name or description. 1 mark for describing <i>why</i> it should be considered. 1 mark for placing the ethical issue in context of the study in the source. For example; 'One ethical issue is protection from harm [1] as asking participants questions about helping someone if they have fallen over, [1] may trigger a past distressing memory [1]', or 'One ethical issue is right to withdraw [1], Ali should make it clear to participants (at the beginning of the investigation), should they feel any pressure/not want to complete the questionnaire [1] they have the right to stop filling it in/not answer questions if they do not want to' [1]. Other likely answers may refer to: Informed consent/deception	3	Referring to confidentiality is not creditworthy as Ali had implemented this in the study. Do not credit debriefing as this is a method of dealing with ethics. For context, naming Ali with no reference to the study itself (ie questionnaire/questions/helping/ etc) is not credit worthy.

14	(d)	There was an issue with this question which made it ambiguous and affected candidates' ability to answer it. To make sure all candidates were treated fairly, we have awarded full marks to all candidates for this question.	3	
15		<p><u>AO1 marks</u> Definition of determinism/freewill debate. Description of explanations of social influence including situational factors such as majority influence; crowd or collective behaviour; deindividuation; culture or authority or dispositional factors such as self-esteem or locus of control in relation to determinism/freewill. Description of an explanation relating to at least one other different area of psychology (for example, those relating to criminality) in relation to determinism/freewill.</p> <p><u>AO3 marks</u> Valid critical evaluation points relating to determinism/freewill in relation to explanations of social influence (situational and/or dispositional) Valid critical evaluation points relating to determinism/freewill in relation to an explanation relating to at least one other different area of psychology (for example, those relating to or criminality).</p> <p>AO1 Level 3: (5-6 marks): There is a thorough description of explanations from social influence and at least one different area of psychology. This is done with accuracy and clarity. The information presented is relevant and substantiated in a good structure.</p> <p>Level 2 (3-4 marks): There is a good description of explanations from social influence and at least one different area of psychology. There may be some inaccuracies though most of the information presented is relevant. The response has a reasonable structure.</p> <p>Level 1 (1-2 marks): There is a basic description of explanations from social influence and at least one different area of psychology. This may include some inaccuracy. The information has some relevance but is presented with limited structure.</p>	13	<p>For AO1: to be placed in Level 2 or above, the response must refer to both an explanation from social influence and at least one other different area of psychology.</p>

J203/02

Mark Scheme

June 2022

		<p>(0 marks): No credit worthy response.</p> <p>AO3</p> <p>Level 3 (6-7 marks): There is a thorough evaluation which offers breadth and/or depth covering at least two different points in relation to determinism / free-will. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.</p> <p>Level 2 (4-5 marks): There is a good evaluation which offers breadth and/or depth covering at least two different points in relation to determinism / free-will. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.</p> <p>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.</p> <p>(0 marks): No credit worthy response.</p>		<p>For AO3: to be placed in Level 2 or above, the response must refer to both an explanation from social influence and at least one other different area of psychology.</p>
16	(a)	<p>1 mark for stating an alternate correlational hypothesis. 1 mark for correctly stating the co-variables.</p> <p>For example;</p> <p>'There will be a positive correlation (relationship) between sleeping patterns (number of hours slept) and general well-being (happiness scores)', or 'the more hours a person sleeps, the happier they will be'.</p>	2	<p>Hypotheses can be directional/non-directional.</p> <p>Credit operationalised co-variables (happiness scores/number of hours slept)</p> <p>'Do not credit a hypothesis that refers to a difference.</p> <p>If no correlation is predicted (null) 1 mark can be awarded if the variables are correct.</p> <p>Aims/ statements of results are not creditworthy.</p>

J203/02

Mark Scheme

June 2022

17	(a)	<p>1 mark for demonstrating an understanding of self-selecting sampling. 1 mark for illustrating the use of the sampling method in context of the source.</p> <p>For example;</p> <p>'The psychologist advertised the study in their local health centre (using a poster) [1] in the waiting areas. The psychologist left contact details so participants who wanted to take part could contact them [1]'.</p>	2	<p>Illustration of the sampling method must go beyond just referring to a poster as the method of advertising.</p>
17	(b)	<p>1 mark for showing an understanding of how a random sampling method is achieved. 1 mark for a contextualised response illustrating how random sampling could be used in the study in the source.</p> <p>For example;</p> <p>1 mark answers: 'putting people's names in a hat and the first ones you pull out are your sample' [1], using a random number generator to give everyone a number and letting the computer choose' [1].</p> <p>2 mark answers: 'The psychologist could have got the names of all the patients from the health centre [1] and put them in a hat and the first 10 pulled out would be the sample.[1], or 'The psychologist could have assigned a number to all the patients in the health centre [1] and used a random number generator to choose the 10 participants' [1].</p>	2	<p>Responses must show an understanding of what random sampling involves (just stating 'pulling names out of a hat' or 'using a random number generator' in isolation does not receive credit.</p> <p>The response must refer to how, not a definition of the method.</p>
18		<p>1 mark for demonstrating an understanding of the concept of representativeness. 1 mark for illustrating this in context of the sample in the source.</p> <p>For example,</p> <p>'To be representative, a sample should be typical of the wider population [1], the sample of 10 participants in the source are all from one health centre [1], or 'the sample in the study only has 10 participants [1], this is so small it is unlikely to represent everyone from the wider population' [1].</p>	2	<p>Reference to generalisability of findings is not creditworthy.</p>
19		<p>1 mark for identifying one open question used in the source as 'what sleep hygiene methods do you use to help you get a good night's sleep?' (Question 2).</p>	1	<p>The question must be identifiable as that from the source.</p>

J203/02

Mark Scheme

June 2022

19	(b)	<p>1 mark for stating a strength of open questions. 1 mark for illustrating the strength in context of the study in the source.</p> <p>For example;</p> <p>'One strength of using open questions is validity [1], participants can talk freely about their sleeping patterns so the psychologist can get a better understanding' [1], or 'One strength is using open questions is the amount of detail they provide [1] so the psychologist can get lots of detail about the participants sleep routines' [1], or 'One strength of the open question is you can find out the reasons behind responses [1], so the psychologist can find out how sleep hygiene methods are used [1]'.</p>	2	Open questions giving more qualitative data on its own is not credit worthy – it has to be clear why it is a strength.
20		<p>1 mark demonstrating an understanding of the concept of social desirability. 1 mark for illustrating how social desirability may have affected the study in the source.</p> <p>For example;</p> <p>'Social desirability is a type of response bias in which participants want to present themselves favourably [1], in this study, they may say they are happy because they may think they are more likable (even if it misrepresents how they truly feel)' [1].</p>	2	Context must go beyond stating 'questionnaires' as this is stated in the question.
21		1 mark for naming a scattergraph as the type of graph the psychologist would use.	1	Allow scattergram / scatter diagram.
22		1 mark for calculating the range as 5.5 (hours).	1	
23		1 mark for ticking the second box (Negative correlation).	1	
24		<p>1 mark for identifying a feature of structured interviews. 1 mark for identifying a feature of unstructured interviews.</p> <p>For example;</p> <p>1 mark answers:</p>	2	<p>If opposites are awarded 1 mark</p> <p>Two features need to be comparable</p>

J203/02

Mark Scheme

June 2022

		<p>'Structured interviews use pre-set questions [1], unstructured do not' or 'structured interviews are planned beforehand whereas unstructured are made on the spot' [1].</p> <p>2 mark answers: 'structured interviews have pre-set questions [1] whereas unstructured the questions asked depend on the participant's response' [1], or 'participants are all asked the same questions in structured interviews [1] whereas questions will be different in unstructured interviews because they are based on the participant's responses' [1].</p>		
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