

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y320/01 Summer 2023 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Paper Y320/01 series overview

Y320 is one of twenty one units for Paper 3 of the revised A Level examination for GCE History. This unit tests an extended period of History of at least one hundred years through an interpretation option on a named in-depth topic and two essays. The paper is divided into two sections. In Section A candidates are required to use contextual knowledge to test the views of two historians about one of the three named in-depth topics or an aspect of one. The question does not require them to comment on the style of writing or the provenance of the interpretation. In Section B candidates are required to answer two essay questions from a choice of three. In Section B candidates are required to answer two essay questions from a choice of three.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • showed a clear understanding of the views of the two interpretations in relation to the question • were able to use contextual knowledge to test the interpretations, linking that knowledge directly to the interpretation through evaluative words • were able to consider both the strengths and limitations of both interpretations using contextual knowledge • in answering the essay questions, covered the whole period in a balanced way • adopted a thematic approach • made links and comparisons between aspects of the topic • explained the links and comparisons • supported their arguments with precise and relevant examples • reached a supported judgement about the issue in the question • demonstrated an understanding and familiarity with the different command verbs, e.g. identify, describe, explain and discuss. 	<ul style="list-style-type: none"> • showed a limited understanding of one or both of the interpretations • did not go beyond a basic explanation of part of the interpretation • did not link any contextual knowledge directly to the interpretation and therefore did not evaluate the interpretation • in answering the essay adopted a chronological rather than thematic approach • did not make links or comparisons even if events from different parts of the period were discussed in the same paragraph • did not cover the whole period • did not focus on the precise wording of the question • made unsupported comments about issues which were no more than assertions.

Section A overview

To do well on Section A, candidates need to explain the view of each interpretation in relation to the question and then evaluate the interpretation by the application of contextual knowledge. Responses should show an understanding of the wider debate connected to the issue.

Question 1

- 1 Evaluate the interpretations in **both** of the two passages and explain which you think is more convincing as an explanation of the problems facing Britain in Palestine in the period after the First World War. [30]

The interpretation question was, on the whole, answered well. The majority of candidates were able to access the higher levels by clearly linking their own knowledge to the views and opinions mentioned. At the top end, candidates used precise and accurate own knowledge. They explained that Interpretation A argues that the British position was difficult as the Arabs did not trust their policies, whereas B argues that the mandate created insurmountable problems.

The most successful responses dealt with each interpretation in turn before coming to a measured conclusion. Responses which attempted a thematic approach often were confused and lacked evaluation, leading to an essay-like approach. There was also an increased tendency in this series for some candidates to simply list the views presented without any supporting evidence. Centres should be aware that credit is given in assessing the relative convincingness of the views that are present in each interpretation, and that this is tested by using wider contextual knowledge. Responses which proceeded to list impacts that were not present in each interpretation did not score highly, as they were not explicitly evaluating the view of each historian. This was often highlighted or prefixed by the phrase 'fails to mention'. Candidates should not be evaluating what is not there, but instead focusing on the actual views presented and testing them against historical knowledge. This tendency was more prevalent in this series than in the past.

Centres should also be aware that there is no requirement to mention other historians, nor indeed to evaluate their provenance.

Exemplar 1

Passages A and B agree on some of the minor messages, however, they disagree on the main cause of the problems in Palestine. Passage A suggests that the main cause of the problems in Palestine was the Arab refusal to compromise on a two state solution or joint government. On the other hand passage B suggests that the main cause of problems was British favouritism towards the Yishuv. The thesis of this essay is that passage B provides a more convincing explanation for the causes of problems in Palestine.

Passage A is convincing in its contention that the situation 'sharply deteriorated' in 1929. It is convincing in this assertion as 1929 saw Palestinians riot due to conflicts over the Western Wall. These riots saw casualties on both sides, especially at the Hebron massacre and marked a low point in the early tenure of Britain in Palestine. The source is also convincing in its contention that the Arabs continued to cite the 'promises made to them during the war'. During WWI in exchange for an Arab revolt against the Ottoman Empire, McMahon and Hussein agreed that a large independent Arab state would be created in the Middle East. As it became apparent that this would not occur Arab frustrations grew and they continually cited these promises, particularly the Arab High Committee which was founded in 1936.

Therefore Passage A is convincing in some of its minor messages over the broken British promises to the Arabs and the deterioration in Arab-British relations after the 1929 Palestine riots.

Passage A is unconvincing in its contention that the main cause of problems was the Arab rejection of 'both the mandate and Balfour declaration'. This assertion is unconvincing as the main cause of problems were the contradictory promises to both Arabs and Jews. This is shown by the Shaw report in 1929 which suggested the main reasons for the Palestine riots were the ~~poor~~ alienation of the Arab people due to the Jewish immigration and Zionist favouritism. Passage A is also somewhat unconvincing in its suggestion that the 'Arabs massacred Jewish colonists'. This is unconvincing as throughout the mandate ~~years~~, the Arab population received the vast majority of the casualties. Indeed 10% of the Arab population was killed during the Arab revolt in 1936 and more were massacred by Jewish paramilitary forces in the War of Independence and Deir Yassin massacre in 1948.

Passage B is convincing in its suggestion that the British mandate was 'doomed from the outset' and that it was impossible to establish a national home without affecting the rights of

the Arab people. This assertion is convincing as the British had made contradictory promises during the WWI. The McMahon-Hussein agreement and the Balfour declaration were impossible to work together. ~~The Arabs saw~~ It is also convincing as the Arabs saw much guarantee to the Yishuv as they had support from the western world, liberties entrenched in the mandate and saw guarantee during protests as British security forces targeted Arab ~~protests~~ ^{rioters}. It is also convincing in its assertion that the ~~British~~ ^{Arabs} Empire had 'opposed Zionist immigration for years'. This is convincing as Jewish immigration and the buying of Arab land were the key points of conflict during the mandate. Indeed the British saw this as the main point of conflict as exemplified by the 1939 White Paper which curtailed Jewish immigration at the peak of anti-Semitism in Europe and allowed Zionist to buy up only 5% of the land in the mandate.

passage B is convincing in its main assertion that the ~~same~~ problems were caused by ~~Jewish~~ contradictory ~~immigration~~ promises and were chiefly over Jewish immigration and land ownership.

Passage B is ^{convincing} unconvincing in its message that the British ~~to~~ intended to integrate 'the Arab world into an Empire'. This is unconvincing as ~~the~~ Palestine was taken on as a mandate

making Britain's official role being of that to prepare the nation for independence. Indeed, additionally, ~~the mandate~~, after WW1 the British favoured indirect rule and as such their unofficial reason for taking the mandate was to maintain minimal political involvement while exploiting the nation for economic gain. The passage is also unconvincing in its suggestion that the Arab message 'seem[ed] to fall on deaf ears'. This is somewhat unconvincing as while the British policies did tend to favour the Mishav in Palestine; acts such as the 1939 White Paper showed the British listening to the Arab world. Britain addressed the ~~prob~~ chief Arab problems of Jewish immigration and land ownership by curtailing them and indeed continued to limit them after WW2 despite much international backlash as shown by the 1947 Exodus incident. Therefore passage B, although on the whole convincing, is somewhat unconvincing in its suggestions over the British intentions for the mandate and overstates the extent to which the British favoured the Mishav.

In conclusion, although passage A is ~~was~~ convincing in its suggestion that the relationship hit a low in 1929 and that the Arabs were frustrated by the refusal to grant the promises

made in WW1, it is on the whole unconvincing with its main message that the largest cause of problems was the Arab desire for a national government and rejection of the mandate. On the other hand, passage B is very convincing in its main assertion that the mandate was doomed due to the ~~contradictory~~ ~~problems~~ problems over Jewish immigration and land ownership, despite being not entirely convincing on its suggestion of the intentions of the British. Therefore, I find passage B to give the more convincing explanation of Jewish favouritism and Jewish immigration as the cause of the problems in Palestine.

Exemplar 1 was marked in Level 6 and contains excellent knowledge and evaluation. It has sustained judgements at the end of each paragraph and in the conclusion, alongside an appropriate introduction.

The response does not dwell on what is not present, but evaluates the views presented in the interpretations.

Section B overview

To do well on Section B, candidates need to make connections and links across the whole period, explaining similarities and differences between the events they are discussing in order to show an awareness of continuity and change across the whole period unless instructed otherwise. The comparisons made may be either between periods within the topic or between regions. The strongest responses will test a hypothesis and reach a supported judgement.

Question 2*

2* How important was collaboration with indigenous elites in the governance and administration of the Empire in the period from 1857 to 1965? [25]

This was answered by a number of candidates. The majority of candidates approached the question thematically, using, for example, the themes of collaboration, coercion and men on the spot. There were other successful approaches and these themes are not exhaustive.

At the top end of the mark range, candidates assessed three or four examples within each paragraph, evaluating the level that they were important in the governance and administration of the Empire. Finally, responses in the top level contained interim assessments (or end of paragraph judgements) before writing a developed conclusion which contained a clear answer to the question.

At the lower end of the mark range candidates approached their response either chronologically or were unable to compare time periods/countries within thematic paragraphs. The latter was common, when candidates realised they had to write thematically, but then listed countries without comparing why or how they led to successful governance.

Assessment for learning



Successful responses attempted to group two examples that recognised the importance of each theme and two that opposed it. They then compared this thematically (often using different countries or time periods to come to a supported judgement). This was often using the word 'similarly' to signpost and then explaining why the examples given were important (or not!). Responses that were less strong did not develop the answer and simply used the word similarly.

Exemplar 2

	The governance & administration of an Empire
	that spanned over 25% of the globe was an incredibly
	complex issue & it is vital to recognise the geographical
	& temporal variations that were displayed throughout

the period of 1857-1965. Part of this was vital collaboration with indigenous elites, which was heightened in areas in which indirect rule was employed. Collaboration was also displayed via the British granting of concessions, something that was particularly prominent towards the latter end of the period. However, limitations ought to be placed on the importance of collaboration - as displayed by the role of indirect rule in the governance & administration of empire. On balance, the importance of collaboration with indigenous elites was restricted by their own prominence in the countries.

In some areas, collaboration with local elites to ensure efficient governance & administration was all important, particularly in regions which employed 'indirect rule'. Indirect rule was a prominent means of governing the British Empire, with scholars such as Robinson & Gallagher placing particular emphasis on it as a means of expansion. In retrospect, in the areas in which indirect rule was employed, collaboration with indigenous elites was all important. This can be displayed best in Africa, in part due to the Berlin Conference of 1884-85 which ensured that in order for a country to have a genuine ~~political~~ imperial claim to another country, some form of political control must be exercised. Attestation to this can be displayed by Frederick Lugard's actions in Nigeria & Uganda. Lugard claimed control & managed to govern all of Nigeria, using approximately 1,500 men - a fact which was only managed through the vital co-operation of the indigenous elites. He continued

to emphasise the prominence of this technique later in the period through his control of Uganda. However the method of governance was not just limited to Africa, but can also be displayed in Iraq in 1916, with the ^{British} invitation of the King of Iraq. Utam was deeply loyal to the British crown. However, whilst indigenous elites are entirely all-important when these isolated examples, this does not extend throughout the period. Towards the end of Empire, in particularly post 1920, Britain began to shift towards 'indirect Empire' which placed greater emphasis on Whitehall policy & limited the role & significance of indigenous elites. Therefore, whilst collaboration with indigenous elites was virtually all important (comfortably the most important factor) in the case of indirect rule, the prominence & continuation of this form of government near the importance of collaboration with indigenous elites must be doubted.

Another way in which collaboration with indigenous elites was important was in relation to the granting of political concessions. Granting political concessions such as free elections or a civil service was a highly potent medium through which Britain maintained control, primarily because it reduced calls for independence. In various countries, the achievement of political independence directly correlated to enhanced control of the indigenous

elites, for example, following the Kandi riots of 1919, Britain granted increased federal powers to the States of Sri Lanka. This meant that indigenous elites, such as the Tamil King of Kandy & Sinhalese leaders in Battaramulla were able to exercise increased independence. This is a highly significant example as Fairclough details the success that this form of governance can have, as well as the prominent role of indigenous elites. Another example of political concessions heavily involving indigenous elites can be displayed in Sudan & the creation of the Sudanese Civil Service in 1921. Whilst this does not directly correlate with the importance of indigenous elites, those who were brought into the Civil Service - the vast majority comes from the Sudanese Graduates assembly overlapped - thereby increasing the importance of indigenous elites within Sudan. A caveat must be placed on this example as unlike Sri Lanka it does not constitute a deliberate attempt to associate the indigenous elites with the political concessions. Further allusion to this can be displayed via the political concessions granted in India with the Government of India acts of 1919 & 1935 & the creation of a legislature in Malaya in 1953. Whilst both of these political concessions implicitly placed increased emphasis on indigenous elites, that was not their initial intention & better reflects the emphasis upon the cultures that they placed on individuals such as Tunku Abdul Rahman in Malaya.

In spite of this, such collaboration with indigenous elites was focused in the latter half of the period as political concessions were rarely granted pre-WWI (in particular to non-white elites). Thus, collaboration with indigenous elites was indirectly important via the method of political concessions to maintain control.

However, one area in which collaboration with indigenous elites was not important in relation to the governance & administration of Empire was in relation to the use of violence. British use of violence was so significant that it led to the quote 'the blood never dried on the British Empire'. Attestation to such a claim can be referenced through the period - such as the Boer concentration camps from 1902-1904 which killed 26,000 of the 110,000 imprisoned, the Amritsar Massacre of 1919 which killed 397 or the Holo Massacre of 1954 which killed 108 in the words of Hyam - marked the 'moral end to British rule in Africa'. Such a temporally & geographical spread of examples clearly emphasises the significance of violence in the management of Empire. Individual events such as 'small wars' have been widely acknowledged to quell the demand for independence & the unrestrained use of violence such as the 1991 uprising in Kenya during the crisis or the ~~1991~~ 3,000 Arabs killed during the Arab revolt. Importantly, such violence as a means of political control does not constitute

any collaboration with indigenous elites. However, a caveat to this is that whilst the indigenous elites were rarely taking part in the violence, they were important in maintaining control after the event. Attitudes to this can be displayed by the increased emphasis which was placed on the princes / Nawis of Travancore in light of the Indian revolt. Despite their open rebellion to the British Empire, in many cases they were allowed to stay so long as they swore fealty to the Empire. Furthermore, irrespective of initial violence, the British realised the whites proved to maintain the control & this did rely on some element of collaboration with indigenous or local elites.

On balance, collaboration with indigenous elites - the governance & administration of Empire during the period of 1857-1965 was of vital significance when indirect rule was employed & relative importance through the transfer of political concessions. However it is essential to note the distinction between indigenous & local elites as these conceptions likely changed throughout the period. Indigenous elites were also important in maintaining control after a period of violence. Therefore, whilst they were most important at the start of the period in helping the Empire establish itself as a legitimate power, collaboration with them remained very important throughout the period as a medium of ensuring British control - as displayed in Uganda & Nigeria.

Exemplar 2 was marked in Level 6. There is clear comparison and evaluation of at least three examples, and there is good synthesis between factors. However, the end of paragraph judgements do tend to assertions in most parts.

Question 3*

3* 'The most important impact of the British Empire on the periphery was the erosion of indigenous culture.' How far do you agree with this view of the period 1857 to 1965? [25]

This was a popular question. Candidates were able to focus on thematic paragraphs that explored the impact of the British Empire on the periphery. Most candidates started with erosion of indigenous culture and then explored two others. Very few candidates misinterpreted the question and wrote about the impact on Britain.

At the top end, candidates compared at least three countries across the whole time period. Successful responses were able to compare throughout the paragraph, ideally stating two examples which showed the importance of the factor being discussed and then comparing them to two others, using a range of countries. They then concluded at the end of the paragraph whether the British Empire did impact on the periphery to a great extent. The best conclusions then assessed all of the factors, coming to a nuanced assessment as to whether it altered over time.

At the lower end of the mark range, candidates wrote about three time periods in total, either chronologically or as factors. Some candidates attempted the question by country, which is not insurmountable to success, but did not address the question set.

Exemplar 3

Throughout the period 1857 to 1965, the British Empire had a profound impact on its colonies. While it is difficult to create an overarching narrative of whether these impacts were positive or not it is the contention of this essay that the most significant impact of the British Empire was its economic impact on the periphery. While there was some cultural and major political impact, the economic effect of the Empire was the most impactful.

The impact of the British Empire in destroying indigenous cultures was not that important. There was some cultural impact as

The British had an innate sense of superiority over its colonies subjects. The British viewed the indigenous peoples as requiring a ruling party that was sophisticated and civilised. Indeed, this is shown by the British handing over power to people educated in Britain and whom had been taught British values; Nkrumah and Kenyatta attended UCL and Thuku attended Cambridge. The British Empire destroyed indigenous cultures through the Christian civilising mission and beliefs in 'The White Man's Burden', coined by Rudyard Kipling in 1899. They saw indigenous cultures and ~~and~~ religions as superstitious and replaced them with Christianity and British values. This can be seen in India where homosexuality was banned in 1961 along with Sati and

Thugga. Indeed, Britain continued to destroy indigenous cultures up to the end of the 20th century as racist 'men on the spot' sought to impose British values. For example Cecil Rhodes was deeply racist and saw the colonies as needing 'more of the Anglo-Saxon race'. Finally the British destroyed indigenous cultures through the spreading of disease as seen by the Maori population falling from 72,000 in 1840 to 40,000 by 1897. However, the cultural impact of the Empire was limited after the turn of the century as the British did not want to ignite nationalist movements. Therefore

~~the~~ While the cultural impact of the Empire in the early part of the period was somewhat important it holds more minor significance over the course of the entire period.

The political impact of the British Empire holds greater importance as it built a long lasting legacy of political reform. Throughout the period the British sought to establish democracy, judicial systems and legal codes throughout its colonies. This is shown by Whitman working with Governor Arden-Clayne between 1951-56 to ~~the~~ establish political reforms and prepare Ghana for independence. The British Empire also established functioning civil services such as the Indian civil service in 1813 and the Sudanese civil service in 1901. It also created the first majority black legislature in Ghana in 1946 and helped to establish a united nationalist legislature including the south Sudanese in the Sudan in 1947. The positive British political legacy is exemplified by the peaceful transfers of power in many colonies such as Malaya, Kenya, Ghana, Sudan and many more. Therefore the British Empire had a significant and long lasting political impact on the colonies as it established functioning civil services, the rule of law and allowed for peaceful transfer of power which holds more significance than the

'destruction of indigenous cultures' in the early part of the period

The British Empire had the most important impact on the Empire in terms of economic impact. Although the majority of the economic impact on the British Empire was negative, there were some positive impacts. In India the British Empire ~~helped~~ modernised agriculture and improved irrigation such that the area of land cultivated increased by 84%, the area of irrigated land increased by 157% and the real national income of the nation increased by 80%. The British Empire also modernised transportation throughout the colonies. Over 100,000 miles of railways were built in Africa and between 1870 and 1920, in India over 42,000 miles of railways were built which service 25 million people each day today. The British Empire did, however, have a more significant, ^{negative} economic impact on the colonies. Firstly throughout the colonies there was heavy taxation. In India tax rates ~~were~~ for farmers ~~even~~ under British rule were 33% but under the Maratha Empire which preceded the British Empire they were at 16-17%. There was also significant land exploitation as seen in Kenya where by 1949, 30,000 settlers controlled 12,000 square miles of land while 1.25 million Kikuyu controlled 2,000 square miles. Additionally the British pushed for the switch to ~~the~~ ~~room~~

substance farming to growing cash crops which caused significant famines. In India, the Orissa famine of 1868 killed 9 million people while the Bengal Famine in 1942 killed 2 million people. Therefore, the British had a ~~significant~~ extremely significant positive and negative impact on the periphery throughout the period that was far more ^{important} ~~important~~ than the cultural impact.

In conclusion, the cultural impact of the Empire was somewhat significant in the early part of the period, however, lacked significance after the turn of the century. The economic impact of the Empire was the most significant as it saw significant modernisation to the

colonies along with causing huge famines and exploiting the indigenous people. As the political impact of the Empire was more important than the cultural impact as it was long lasting and created functioning democracies. Therefore, I disagree that the most important impact of the British Empire was ^{the destruction of} indigenous cultures but would rather suggest the economic impact of the Empire held greater importance.

Exemplar 3 was marked in Level 5. There is clear comparison and evaluation of at least three countries, and they are compared to answer the question. The synthesis is good but could be more developed to explain why the impacts were different in different countries. The end of paragraph judgements are also assertive, and the conclusion could be more developed to reach a sustained judgement.

Question 4*

4* To what extent did the British Empire's impact on international relations change in the period from 1857 to 1965? **[25]**

This was answered by a number of candidates. Following the trend of previous series, the majority of candidates approached the question thematically, using, for example, different countries as their themes. This did hinder some candidates as they were unable to reach good levels of synthesis; the approach was correct, but there needed to be comparison across the time periods as to how and why the British Empire's attitude changed, not just simply exploring it chronologically.

At the top end of the mark range, candidates assessed three or four time periods within each paragraph, evaluating the level of change in each area. Finally, responses in the top level contained interim assessments (or end of paragraph judgements) before writing a developed conclusion which contained a clear answer to the question.

At the lower end of the mark range candidates approached their response either chronologically or were unable to compare time periods within thematic paragraphs. The latter was common, when candidates realised they had to write thematically, but then listed the time periods without comparing the level of change.

Assessment for learning



Successful responses grouped two time periods when impact was the same and two time periods when it changed. This was often using the word 'similarly' to signpost and then explained the level of change/continuity. Responses that were less strong did not develop the response and simply used the word.

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