

**A LEVEL**

**Examiners' report**

# **HISTORY A**

**H505**

For first teaching in 2015

**Y306/01 Summer 2023 series**

# Contents

Introduction .....	3
Paper Y306/01 series overview .....	4
Section A overview .....	5
Question 1 .....	5
Section B overview .....	15
Question 2* .....	15
Question 3* .....	25
Question 4* .....	26

## 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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## Paper Y306/01 series overview

Y306 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.

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

## 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 nature and scale of Tyrone's rebellion. [30]

The two passages required candidates to consider the nature and scale of Tyrone's rebellion. Interpretation A put forward the view that the unrest was a response to the centralisation and religious policies of the English and that the rebels wanted to remove the English settlers and Anglo-Irish administration and achieve independence, as shown in the last line of the passage. The Interpretation also argued that it was a nationwide revolt. Interpretation B put forward the view that it began as a regional rising but developed because of Spanish intervention and focused on the motives of Tyrone. There were a large number of candidates that did not focus on the nature of the rising, writing instead about the causes, and while this was rewarded, the higher levels were reserved for responses that focused on the precise demands of the question. Some candidates also ignored the issue of 'scale' and even when it was discussed, were unable to compare the different views of the two passages. However, candidates who did focus on the demands of the question, were able to evaluate the interpretations.

In many instances the focus when evaluating Interpretation A was on the impact of the Plantations and the desire to see them removed, while other candidates commented on how English policies of centralisation threatened the traditional clan power and wanted to reverse the tendencies. Some candidates compared developments in Ireland to northern England and the rebellion of the Northern Earls. Interpretation A also mentioned that Tyrone was brought up in England and this was often used as an issue to be discussed, but some candidates found it more difficult to link this to either the nature or scale of the rebellion.

In evaluating Interpretation B, most candidates picked up on the development of unrest mentioned in the opening of the passage. However, there were only a few candidates that considered the following element where Guy considers the objective of liberty of conscience. Candidates who were aware of Tyrone's demands did use them to discuss the nature of the unrest and consider not only the religious objectives but also the political. Candidates were often able to use the details of Tyrone's offensive to argue that the scale of the rising must have been such that it allowed him to attack English defences. The majority of responses focused on the issue of Spanish involvement, and this was evaluated with knowledge of the size of the Spanish force to argue that the scale was indeed large, and that unrest had now become more than just a national rising. Other responses also mentioned the number of troops that Elizabeth had to send to deal with the problem to show that the rising was indeed large, although some candidates argued that once Mountjoy arrived the rising was crushed suggesting the scale was less threatening.

## Exemplar 1

Passage A deems the nature of Tyrone's rebellion as an expression of discontent towards English rule and that it was a rebellion of regional scale where all of Ireland was willing to rebel against the English administration. Passage B agrees that it was too a regional uprising, though limited in Ulster, but Guy acknowledges and believes it was under the stirring of Spain that the rebellion escalated into a massive-scale one. The essay will conclude that Woodward is more convincing ~~Woodward is accurate~~ in explanation of the nature and scale of Tyrone's rebellion as he explained how Tyrone's escalated into a popular revolt whereas this is not explicit in Guy's interpretation.

~~Passage A~~ Woodward believes it is the oppressive rule of Tudors that created the underlying hatred towards the Tudors. He writes, "legal privileges swept away & traditional practices eroded." This is true as since Henry VIII, there was an introduction of new men as Irish officials, displacing the old English families and Gaelic chiefs, the uneven distribution of patronage also broke traditions and thus supports his claim. Moreover, he also writes about the new plantations where English colonisers had been exploiting the locals. This is supported by when Elizabeth granted lands to men like Smith & Devereux, Smith expelled the Scots & Irish in his land in wild

Ireland, and forced the remaining to work for low wages, this definitely stirred up discontent within the mass Irish. The establishment of Protestant Churches at the expense of Catholic Churches is a strong argument to make as most major rebellions of a large scale had a religious element to them during the Tudors. The fact that Ireland had remained stubbornly Catholic since 1534, and even after ~~Yorone's~~ Elizabeth's death suggested the religion there was unchangeable, moreover, the forceful implant of Protestantism had compelled many uprisings earlier in Ireland as the leaders like Shane, declared to be "true defender of the true faith". All these supports Woodward's interpretation that Yorone's was indeed one of ~~the~~ popular revolt as the English's oppressive administration on the daily lives of the Irish would undoubtedly build up so much discontent that as soon as a trigger arrives, the balloon will pop.

Woodward acknowledges that the above is not sufficient to induce a popular uprising and suggests that it was Yorone's ambition which finally triggered the rebellion. It is certainly true that Yorone had been unhappy with his rewards given by the English for his suppression of clan attacks as he wished to

govern Ulster without interference as he inherits the title of Earl of Tyrone from his grandfather. However, Woodward writes that Tyrone had suffered attacks from other clans which could undermine his interpretation that the entire Ireland supported his cause, as it might seem unlikely that the other Gaelic chieftains would come rallying behind Tyrone due to their clan rivalries.

Yet, it should be recognised that fighting between clans were very common in the everyday lives of an Irish, and when a common enemy — the English appears, it is understandable that they might put aside their feuds to first expel the ~~English~~ English administration. Therefore Woodward is still convincing in arguing that Tyrone led a nation-wide revolt. As mentioned above, there was an underlying resentment towards the English and thus Tyrone was able to take advantage of this to create a nationwide revolt ~~which~~ to expel the Anglo-Irish administration & achieve independence. This is exactly what Woodward writes and since he is very supported in his explanation how there was nationalism underlying due to the oppressive English administration so it could explode into a nation-wide



revolt. Thus it is convincing:

Guy ~~is~~ believes that the beginning of Tyrone's rebellion was just a regional uprising in Ulster, this is true since initially, Tyrone only wished to obtain sovereignty for Ulster. It is also true that by 1598, the whole of Ireland was set adrift. However, Guy did not explain the relation ~~between~~ of how the rebellion escalated from a local issue in Ulster into a nation-wide revolt. This is explained by Woodward and thus this renders

Guy's interpretation less convincing. Guy also believes that the Spanish had played a part in Tyrone's. The Spanish's reason for involvement is well explained as Ireland had traditionally been unstable and could be used as a springboard for an invasion on England. This supports Guy when he writes how Ireland had been a soft "underbelly" of England, and in light of the Spanish Armada war, this is convincing in why the Spanish would involve themselves. This is further enhanced by the fact that this was not the first time the Spanish had provided support for the Irish, as they have also sent

★  
★  
★  
p.9.

a few hundred Spanish troops to Ireland during the earlier Desmond rebellions. However, Guy writes that Philip III believes "far fewer troops would be needed. This is quite inaccurate as the Kinsale landing in 1601 did see around 300 Spanish troops. Also, these Spanish would have learnt the lesson as the 600 troops sent during Desmond were massacred by the English as soon as they stepped foot in E. Ireland, thus this renders Guy's interpretation less convincing again. ~~the~~

The evidence that most undermines Guy's interpretation that the Spanish were responsible for the escalation of Tyrone's rebellion was that the successes in the Battle of Yellow Ford and Essex's humiliating retreat had not seen Spanish troops. Certainly, Tyrone's army was professional and had been trained by the Spanish, it was ultimately the determination of the Irish locals who won them the battle of Yellow Ford and forced English forces back to the Pale. This renders Guy's argument that Tyrone's was

a Spanish mean of destabilising England unconvincing since the successes of Tyrone's were without much of Spanish aid and the Spanish only came in 1601 which in Kinsale ~~the~~ were subsequently crushed by Mountjoy. This suggests the Spanish role in the Tyrone's rebellion was limited and that the nationalist Irish were the most important in the large scale Tyrone's rebellion. Thus this weakens Guy's ~~an~~ interpretation & strengthens Woodward's.

In conclusion, both interpretations ~~were~~ were accurate in identifying that the nature of Tyrone's rebellion was of to ~~expect or explain~~ ~~discontent~~ ~~with~~ towards the English administration. However, it differs when explaining the scale of the rebellion where Woodward thinks it is of nationalist uprising and Guy believes it is of Spanish stirring. However, under scrutiny, it is more likely that it was the hatred towards the English of the Irishmen that united them together and create a nationwide

revolt, which is Woodward's interpretation  
 rather than Guy's interpretation where  
 the Spanish had set Ireland  
 ablaze. After scrutiny, Guy's interpretation  
 falls as the successes of Tyrone's  
 were prior to the Spanish landing  
 in Kinsale and the rebellion  
 fell subsequently with foreign  
 support. This suggests Guy's  
 interpretation is not as strong  
 in arguing the scope of  
 the Tyrone's rebellion.  
 Since Guy fell after scrutiny  
 and Woodward's ~~were~~ was not  
 as susceptible to rebuttal,  
 Woodward's (Passage 8) is  
 more convincing in  
 exploring the nature &  
 scope of Tyrone's rebellion.

Q: Guy also writes that Tyrone further demanded the English recognise their faults and offences to the Irishmen in the past 50 years. This is accurate as the English had carried out much atrocities in the past 50 years in Ireland, yet this also goes on to strengthen Woodrow's interpretation as he does state the unpopular policies and actions enacted on the Irish whereas Guy had not mentioned them. This supports the identification that it was a rebellion aimed to end government intervention as the offences were mainly royal interference.

Exemplar 1 provides an example of a response that was placed in Level 5. There is some evaluation and use of contextual knowledge to test the interpretation, but to reach Level 6 there needed to be greater focus and consistency of evaluation with a more developed judgement.

### Assessment for learning



Candidates should be made aware that they need to focus on the issue in the question and not simply evaluate all elements in the interpretation. Candidates need to ask themselves what the view of each passage about the issue raised is. In this instance the nature and scale of the rising.

## Misconception



There is a difference between nature and cause of a rising. Issues that might be considered under the term nature are identified in the specification.

## 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\* 'Political issues were the main cause of unrest throughout the period from 1485 to 1603.' How far do you agree? [25]

Question 2 required candidates to weigh up political issues as a cause of unrest against factors, such as religion and social and economic, and reach a supported judgement as to which was the most important cause throughout the period. There were a number of possible approaches that were taken. Some candidates took an overall view and argued that political causes were a presence throughout the period and therefore could be considered the most important as other causes, such as religion, were present only at particular times. However, some candidates argued that the main cause changed during the period, often arguing that political factors were the main cause at the beginning and end but religious and social/economic were more important in the middle period. If this approach was taken there still needed to be a focus on 'throughout the period'. However, the strongest responses argued that even during a period where religion and social and economic issues may have been the main cause there were political elements, such as in the Pilgrimage of Grace, Kett's (with local government) and the Northern Earls.

The weakest responses simply went through the period in chronological order. Here candidates commented on the causes of unrest during the reign of each monarch. Frequently there were thematic approaches that did not explain the causes of the rebellions discussed, but simply asserted they were political or religious etc. Furthermore, this approach made no comparison but listed rebellions.

## Exemplar 2

Numerous issues had been the cause of Tudor rebellions, such as economic, religious and political. It is difficult however, ~~some~~ ~~rebellions~~ most rebellions had a political element to them and even some of religious & economic rebellions had their underlying political causes.

Political causes of rebellion could be identified as factionalism and government intervention. Most rebellions in England had a factional ~~per~~ prospect. For example, the Lovell, Armer and Warbeck were led by disgruntled Yorkist nobles who fell from power after Bosworth. This is similar in Wyatt's ~~re~~, Northern Earls and Essex where the Protestant faction fell in face of Mary's accession in 1553 & vice versa in Elizabeth's reign, Essex, like the Northern Earls also attacked the Civil faction after his fall in 1599. Dynastic & succession rebellions were fundamentally fueled by factionalism - where one court faction wishes to retain their power & or regain



influence, this is demonstrated again in the Yorkist plots of Henry VII, Northumberland which he wished to crown Jane to preserve his Protestant party, Wyatt, similar to Northumberland, to crown Elizabeth to restore the Protestant faction. Elizabeth also suffered from these political rebellions as in Northern Earls and Essex where the rebels demanded her to name the Stuarts as ~~their~~ her heir and the rebels could endear themselves to their proposed claimant and benefit their faction when they succeed the throne.

Rebellions in Ireland were ~~often~~ always characterised by government intervention. All of the Irish rebellions had the common aim of achieving autonomy in their county and some, like Silken Thomas, Shane O'Neill and Tyrone were aimed to expel the Anglo-Irish Administration. Looking at this, it can be seen that political rebellions had arisen throughout the entire period, the first and final rebellion in ~~India~~ England were rebellions of political context. The widespread in location — both England & Ireland —, as well as the broad time period where ~~a~~ rebellions had occurred

Political

suggests political issues were a recurring cause of unrest throughout the Tudor dynasty.

This also introduces the time periods where different causes of rebellion arise.

Unlike political rebellions, economic rebellions mainly plagued the first half of the Tudor dynasty whereas religious only occurred for ~~around~~ less than half a decade.

Economic rebellions were also a main cause of unrest. For example, Henry VII faced the Yorkshire 1489, Cornish 1497, Henry VIII the Amicable Grant in 1525. All of these rebellions were of discontentment of unpopular taxation, tax for war on France & Scotland angered the Yorkshire & Cornish rebels specifically since they felt indifferent towards the neighboring nations on the opposite side of the country. Whereas the £100000 non-parliamentary tax in 1525 was very unpopular due to inflation. However, there were also political aspects in these rebellions. Both Cornish and Amicable

Great rebels had attacked the king's advisers: Morton & Bray, & Wolsey respectively. Since the subsidy of 1525 was non-parliamentary, it also raised concerns on whether the House of Commons' power would be undermined. The Yorkshire rebellion of 1489 also suggests a hint of Yorkist sympathy as Howell had only recently secured there and York is traditionally a stronghold of Yorkist sympathisers. The only rebellions without a political context but only economic would be the 1549 rebellions where the rebels were discontented.

with illegal enclosures as well as the sheep tax, subsidy & vagrancy acts. As such was shown in Kett's and Western rebellions. However, the Tudors have yet to see another economic rebellion until 1596, but it was a futile one with only 4 rebels, suggesting that there was a decline of the importance of economic rebellions after 1549. This is different to political ones in the sense that political rebellions remain prominent until the end of the Tudor dynasty. In addition since a majority of Tudor rebellions in earlier periods also involved political causes, political issues were undoubtedly the main cause of unrest in the Tudor dynasty as it was more consistent & prominent.

Religious grievances was another issue beginning in 1536 because of the English reformation. There was a concentration of religious rebellions in the span of 20 years, the Pilgrimage of Grace (POG), Western, Kett and

Wyatt, as well as Northern Earls in 1569. All of these, except for Kett's was aimed to overturn the government's religious policies. POE, Western & Northern Earls wished to revert to Catholicism, whilst Wyatt back to Protestantism and Kett to accelerate the Edwardian reformation. However, it should be recognised that these religious rebellions were also intertwined with political intent. The POE & Northern Earls wished to restore the Catholic faction into court by proposing the two Catholic Marys as heirs in 1536 & 1549. This is similar in the case of Wyatt where Elizabeth's accession would restore the power of the Protestant faction. ~~This shows~~ It could even be argued that political issues were more important in causing these rebellions than religious ones since the religion was merely a facade to hide their political intent. Although some could argue that religion was of equal importance in Ireland, this is only true to some extent. Certainly, there

is a religious context as to why the Irish rebelled as shown by Silken Thomas & Tyrone. The change in religion was fundamentally a government policy due to Henry's Act of Supremacy which turned England into a Catholic country. The religious reforms were part of government policy in Ireland and thus the rebellion against invading Protestantism ~~could be~~ was fundamentally a resistance towards the English administration as Shane O'Neill declared to be the "defender of the faith". Also, it is important to recognise that 1569 marked the end of religious rebellions in England. Therefore, unlike political rebellion, religion was not ~~an~~ ~~important~~ a main cause of rebellion throughout the Tudor dynasty since it was only prominent in the years 1536 - 1569, moreover, most religious rebellions were actually political rebellions in disguise, therefore, political issues remain the main cause of unrest throughout the period 1536 to 1603.

In conclusion, all political, economic & religious issues were a main cause in some rebellions.

However, the sheer amount of political caused rebellions as well as the undeniable role it played in rebellions of other causes suggest it was indeed a main cause of rebellion. As it was mentioned above that most religious rebellions were a facade for political rebellions and ~~some~~ economic rebellions had an underlying political intent during the early 900s. Moreover, political rebellion occurred consistently

throughout the dynasty, and throughout England and Ireland, where economic rebellions were seldom seen in Ireland. Economic & religious rebellions also plagued the Tudors for a relatively less time compared to political ones, where 1549 saw a decline & disappearance of economic rebellions until a very small anomaly in 1596, and religious rebellions only occurring in the period 1536 to 1569. In all, since political ~~to~~ issues caused most unrest, it was consistent throughout the time period and widespread in location. It is agreed strongly that political issues were the main cause of unrest throughout the period from 1485 to 1603.

This exemplar for Question 2 is an illustration of a response that was given full marks. Not only is there a high level of synthesis running throughout the essay but there is also judgement. The response displays a high level of supporting knowledge to produce a convincing argument.



**Assessment for learning**

Synthesis is crucial for reaching Levels 5 and 6. This does not simply involve a thematic approach, nor stating that issues are similar/different. Candidates need to explain how the issues being discussed are either similar or different. Thinking in terms of comparing point by point might help.

**Question 3 \***

3\* 'The nature of rebellions changed considerably after 1549.' How far do you agree?

**[25]**

Although Question 3 was not as popular as Question 2, there were still a large number of responses. As with Question 1, much depended on whether candidates understood what is meant by nature. Some candidates saw it as another causation question. However, those who focused on nature considered a good range of issues, most frequently the size, frequency, composition, objective and location of rebellions. Candidates who followed these themes were often successful in comparing the situation pre- and post-1549 and therefore demonstrated synthesis, but once again, precise knowledge was essential in order to support the argument. The majority of candidates argued that the size of rebellions in England declined, comparing the Pilgrimage with the Oxfordshire and Essex rising. However, the strongest responses noted that some of the early dynastic rebellions were not that large or that Tyrone's rebellion was large. The frequency also provided a useful contrast with candidates able to comment on the number of English rebellions in Henry VII's reign compared with Elizabeth I, and then show how Ireland was a complete reversal. Location was perhaps the most challenging as many candidates showed a lack of geographical knowledge, believing that both Kett's rebellion and the Lady Jane Grey affair were focused in the North. Candidates who focused on causes produced partial responses, and once again it might be helpful for students to be made aware of the content of the Key Topics 1 and 2 in the specification.

**Assessment for learning**

Candidates do need a clear understanding of the location of the rebellions and to be aware where particular regions are located.

## Question 4\*

4\* How far did the government's response to rebellions change in the period from 1485 to 1603?

[25]

There were a number of good responses to this question. These were most notable where candidates identified a range of responses, such as force and battle or negotiation, and compared these themes across the period. In discussing battles and the use of force, most candidates argued that all monarchs saw this as a risk, but it became less necessary as the period progressed. However, some candidates also argued that force was essential where there was a dynastic challenge, as under Henry VII or with both Mary in defeating Northumberland and Elizabeth with the Northern Earls. Candidates then went on to argue that force was not actually used in battle. The strongest responses were also able to identify the battles that did occur, supporting their argument with the precise detail required for the higher levels. In discussing negotiation most candidates were able to compare responses to the unrest in the Pilgrimage of Grace with the events of 1549. There was also discussion of pardons and retribution with many arguing that weaker monarchs such as Henry and Mary pursued a policy of leniency, and this was compared to Elizabeth who was brutal in her treatment of those involved in the Oxfordshire rising. There was some discussion of the use of propaganda, spies and the use of pre-emptive measures, all of which provided valid comparisons. The weakest responses simply pursued a chronological response, often just describing how the monarch dealt with a rebellion.

---

# Supporting you

---

## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Access to Scripts

For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

**ExamBuilder** is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

[Find out more](#).

## 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**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



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 2023 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](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

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.