

GCSE (9-1)

Examiners' report

HISTORY B

(SCHOOLS HISTORY PROJECT)

J411

For first teaching in 2016

J411/15 Summer 2023 series

Contents

Introduction	3
Paper 15 series overview	4
Section A overview	6
Question 1 (a)	6
Question 1 (b)	6
Question 1 (c)	6
Question 2	7
Question 3	9
Question 4*	10
Question 5*	11
Section B overview	13
Question 6 (a)	13
Question 6 (b)	14
Question 7	16
Question 8*	17
Question 9*	18

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 responses 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 15 series overview

The thematic study and the depth study have now been reunited into one paper for this series and candidates seemed to cope well with this format. It is evident that many are aware of the demands of the different types of questions and many are approaching them in the correct manner. In particular Questions 4, 5, 8 and 9 reflect a clear appreciation that they are required to produce both sides of an argument and many of these were well explained. While candidates are aware of the need to use historical concepts in Question 2, some of them are struggling to place developments in their historical context or to select the correct information for the period. Another question that has proved to be difficult for some is Question 6; for both 6 (a) and 6 (b), candidates need to focus more on the techniques needed to produce a successful response. Many candidates seem unsure how to tackle this question which requires a different kind of approach from the others seen on the paper.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • made good use of second order concepts to provide a clear and organised summary of policing from 1850 – c.2015 with specific well explained examples (Question 2) • demonstrated a good knowledge and understanding of the early modern period to identify new crimes and explain why they emerged (Question 3) • made sure that they produced a balanced response with valid explained points (Question 4 or Question 5) • focused on the purpose of medieval punishment and supported their responses with explained examples which related punishments to specific crimes (Question 4) • set their response in the context of the period ensuring that their argument was relevant and specific to this period (Question 5) • read the question carefully and wrote about one way in which the Elizabethan period was depicted as an important age of exploration (Question 6 (a)) • understood that the question was confined to the period 1580-1603 and selected their area of research carefully ensuring that it was linked to a second order concept (Question 6 (b)) • produced valid comparisons of portrayals with specific support from the interpretations and/or considered purpose when commenting on the reasons for their differences (Question 7) • deployed their knowledge and understanding of the period to weigh up the extent to which they agreed with the view and made use of second order concepts to explain their responses (Question 8 and 9) 	<ul style="list-style-type: none"> • wrote about policing before 1850 or identified points which were not developed using second order concepts (Question 2) • provided general reasons for crime not specific to the period or identified crimes without providing a relevant explained reason for their emergence (Question 3) • identified or described points or wrote general assertions (Question 4 or Question 5) • identified or described punishments without linking the purpose to the crime. Responses tended to be repetitive, especially where humiliation was concerned (Question 4) • identified relevant points with no development or wrote generalised descriptions of crime often not period related (Question 5) • selected a quotation from the interpretation and paraphrased it (Question 6 (a)) • chose an investigation without incorporating a second order concept or answered their own investigation (Question 6 (b)) • provided a summary with no valid comparison or compared provenance and identified individual points of similarity or difference (Question 7) • produced incomplete responses which were descriptive or contained identified points, some candidates did not consider both sides of the question (Question 8 and 9) • were not secure in their knowledge of Elizabeth I's treatment of the Catholics resulting in points being identified rather than explained (Question 8)

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none">• focused on 'remarkably tolerant' in their responses and used evidence to either agree or disagree with this view (Question 8)• produced a balanced response on the daily life for the poor supported with relevant responses from the period (Question 9).	<ul style="list-style-type: none">• lacked familiarity with the topic other than in the broadest sense and were unable to provide support for their responses (Question 9).

Section A overview

Candidates studying Crime and Punishment, a thematic study, are required to know and understand its development over a specific time period, c.1250 to the present. They should understand that within that period there are periods of both continuity and change. To do well on this paper, candidates needed to demonstrate a sound knowledge and understanding of the topics and to use appropriate historical concepts to provide relevant responses to the questions. In this examination series, fewer candidates were attributing developments to the wrong period. This was evident in Question 3 where the majority of responses were relevant to the dates specified. Both Questions 4 and 5 proved to be popular with candidates. In their responses many candidates demonstrated knowledge that was appropriate for the question. However, some responses, particularly on Question 5, were far too general and lacked focus on the period. The question that was less successfully answered was Question 2 with many describing the early developments of policing before 1850. Many focused on how technological developments affected policing but were often vague about when these developments were first deployed.

Question 1 (a)

Crime and Punishment, c.1250 to present

- 1 (a) Name **one** type of serious crime in medieval Britain (1250–1500). [1]

This was answered correctly by the majority of candidates. Examples of popular responses include murder, treason, theft over 12d and homicide.

Question 1 (b)

- (b) Name **one** major religious, political or social change in the early modern period (1500–1750). [1]

The religious changes of the sixteenth century proved to be a popular choice of response, along with the population growth and the belief in witchcraft.

Question 1 (c)

- (c) Give **one** reason why new crimes emerged after 1900. [1]

Technology was given as an answer by many candidates but it was not deemed to be acceptable on its own. Marks were given to candidates who specified a certain development, e.g. the development of cars which led to the emergence of new crimes like speeding.

Question 2

2 Write a clear and organised summary that analyses policing between 1850 and c.2015.

Support your summary with examples.

[9]

Candidates who responded successfully to this question realised that the early development of policing including the Bow Street Runners was not required and thus avoided producing an irrelevant response. Some candidates began by focusing on the County and Borough Police Act 1856 which made policing compulsory throughout England and Wales. They then often proceeded to summarise the changing nature of policing during the period in the question. Examples of good responses included ones in which candidates had a sound grasp of the topic and selected two clear examples that they were going to focus on. Two well explained examples could earn them full marks. More successful responses organised each example around a second order concept. Different approaches included, for example, analysing the impact of new technology on policing, considering the changing composition of the police force over time or examining the reasons for different attitudes towards the police during the period.

Less successful candidates struggled with their knowledge of the topic and often lacked the organisational skills necessary for this type of response. They often wrote about an earlier period including details, for example, on the hue and cry and Bow Street Runners. Many however, were able to attempt a basic summary of the impact of technology on policing but were unclear when these developments were made. Examples were undeveloped with statements asserting that technology made the job easier rather than providing some specific detail relevant to it. A minority of candidates focused their response on crime and courts rather than policing which could not be given marks.

Exemplar 1

2	<p>In 1850, the Metro Metropolitan police force had been established by Robert Peel in hopes that this would prevent crimes from being committed. Over time, this aim remained largely the same, although changes to how this was achieved was necessary as the crimes the police were trying to prevent changed. Originally, all police officers had similar responsibilities such as patrolling the streets and resolving disputes. However, during the 20th century, policing became more specialised with factions like the CID (criminal investigations department) who track down criminals.</p>
	<p>This diversifying of policing was greatly shaped by scientific discoveries like the unique fingerprints and blood groups in 1901.</p>

In this exemplar, the candidate begins the response in 1850 but incorrectly associates this date with the establishment of the police force by Peel. The candidate then introduces change as a second order concept referring to the fact that the types of crimes that the police had to deal with changed without being specific. Reference is also made to police patrolling the streets and then to how they became more specialised during the twentieth century with some examples. This is just enough for a Level 2 response at the lower end of the level.

Assessment for learning



- Candidates should make sure that they are aware of the second order concepts and that they think about those that are appropriate for their answer. Examples include significance, cause and consequence, change and continuity, similarity and difference.
- It would be helpful for candidates to consider the historical concept that they are going to focus on before beginning their response and to be aware that description alone confines the response to Level 1.
- Some candidates seemed to struggle to organise their response over a long period of time and more successful techniques for dealing with this would improve their performance. They often tried to include too many aspects in their response instead of being more focused and providing a clear explanation.

Question 3

3 Why did different types of crime emerge in the early modern period (1500–1750)?

Explain your answer.

[10]

Generally, the majority of candidates were aware of crimes that specifically emerged during this period. Good responses demonstrated a clear focus on the question with full explanations of why different types of crime emerged at this time. Those candidates who had revised highway robbery and smuggling thoroughly were able to attain high marks on this question with two full explanations. Some candidates also successfully focused on the puritan influence to explain why witchcraft emerged as a crime or to explain the increase in moral crimes, others considered vagrancy and the reasons for its emergence as a serious crime.

Candidates who did less well were either not secure in the knowledge of the period or did not focus on the reasons why the crime emerged. Some would offer a partial explanation while others described a crime or simply identified a reason. A minority of candidates did not address the question and wrote general responses including linking poverty to theft and about crimes that could be applicable in any time period. However, there were far fewer candidates who wrote about the wrong period with only occasional references to the Industrial Revolution or the development of rail transport. Some candidates are trying to focus on too many crimes instead of trying to provide two good explanations.

Assessment for learning



- Candidates know what is required of them in this type of question but some do need to be reminded to focus more carefully on their explanation.
- Some responses were unnecessarily long, containing detail that was superfluous to requirement. It would be help for some candidates to know how to be more selective with what they include.
- Again, this year, some candidates chose to include a number of different crimes when focusing on two explained clearly would have earned them more marks. It is the quality of the explanation that is important.

Question 4*

4* How far do you agree that the purpose of medieval punishment was to humiliate the criminal?

Give reasons for your answer.

[18]

Candidates who responded well to this question had a clearly organised argument and produced balanced responses with sound explanations. They were aware of the types of crimes that were punished using humiliation referring, for example, rogue traders who were placed in the stocks or to scolds who were punished with the cucking stool. In addition, they considered capital punishment as a deterrent and were aware that hanging was the sentence for a range of crimes from homicide to stealing goods worth more than 12d. They also included the fact that the punishment for those found guilty of treason was being hung drawn and quartered. Candidates were able to focus on the purpose of the punishment displaying a good knowledge of the topic. In addition, many were aware that fines were widely used as a punishment, especially for petty crime, and provided effective explanations on this. Some also considered the church's role in public humiliation. Those who produced four good explanations including at least one argument on both sides were usually able to attain 17 marks. Clinching arguments were rare as conclusions tended to be a summary of the response.

Less successful candidates did not consider the crime and lacked focus on the purpose of the punishment. Responses often contained descriptions of different types of punishment like the stocks, the pillory and the cucking stool but these punishments were rarely related to the crime and in each case the same argument was put forward that they were to humiliate the criminal. Even capital punishment tended to be linked more with humiliation than deterrence with the argument that public executions caused humiliation. Such responses rarely attained beyond Level 2. A number of candidates focused on the scold's bridle as an example of a punishment designed to humiliate the criminal writing a detailed description of it but it was not acceptable for this period. Many responses lacked explanation because candidates did not know the subject.

Assessment for learning



- Candidates should consider the question carefully. In a question that requires a balanced response, a one-sided response is limited to Level 4, however many explanations are included.
- One or two good explanations would attain more marks than a series of brief points. Many are eager to focus on agreeing or disagreeing, ensuring that they have done this four times but description or identification limits them to Level 2 and a maximum of 6 marks.
- Most candidates have been well taught on the techniques for answering this question but some would benefit from learning how to explain their responses more fully.

Question 5*

5* 'The reason that crime levels increased in the first half of the 1800s was the growth of towns and cities.'

How far do you agree?

Give reasons for your answer.

[18]

Candidates who demonstrated a sound knowledge and understanding of the period tended to be more successful on this question. They set their responses within the context of the Industrial Revolution referring to the specific social and economic problems of the period and reflecting their understanding of how the population growth and poor living conditions provided an ideal setting for the growth of crime, especially opportunistic crime. In addition, they considered the growth of theft as factories developed, the emergence of white-collar crimes, the impact of the ending of the Napoleonic wars as well as crimes brought about by the development of the railways such as fare dodging. Some included an explanation of how the lack of a good system of law and order encouraged crime and also referred to the beginning of the Metropolitan Police in 1829.

Candidates who did less well did not focus specifically on the period. There were many generalised responses about overcrowded conditions in towns leading to crime and bland statements that people were poor, had no money and therefore resorted to theft. Such general responses cannot attain higher than Level 2 and came from candidates whose knowledge of the period was limited. Some of these responses were long and repetitive but concentrating on poverty, violence and overcrowding in general will not score a high mark.

Exemplar 2

5	<p>One reason to agree with the statement made could be the argument that the growth of towns and cities saw high rates of people moving into places, causing overpopulation and crowding in the urban areas. During the Industrial Period, population nation-wide grew to 21 million, an increase of 18 million since 1750, which therefore added to the pressures the country was already facing. More people obviously meant more crime and more crimes to commit, so clearly crime rates are going to rise in a time of rapid urbanisation. This creates a strong argument because it can is true that the number of people is directly proportional to crime. I agree partially with the statement because this argument clearly states the link between the growth of cities to crime rates.</p>
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This exemplar is one where the candidate is attempting to answer the question. The population increase is referred to as well as more people moving into urban areas which caused overcrowding. The argument put forward is the number of people is directly proportional to crime. However, there is no convincing explanation of what has caused crime. The candidate states some population figures although they are not accurate; there is no mention of any specific crime or the conditions that led to crime. The overcrowding could have been linked to the lodging houses and the pubs that people frequented, both providing ideal opportunities for theft. The anonymity of the big towns with dark narrow alleys also provided the opportunity for criminals to escape undetected. Specific knowledge of the period needs to be evident.

Assessment for learning



- Candidates would benefit from ensuring that they try to relate their response to the period in the question.
- They should also make sure that the points that they make are explained and relate to the question.
- Many candidates are keen to demonstrate that they are answering the question beginning each paragraph with 'I agree' or 'I disagree' and they usually try to make sure that they have made four points but if they are not supported points, they cannot score high marks. A Level 3 explanation can attain higher marks than any number of Level 2 responses.

Section B overview

Candidates had certainly learnt about Elizabeth's policies towards the Catholics and there were many successful responses which effectively discussed whether her treatment of them was 'remarkably tolerant'. Neither Question 8 nor Question 9 stood out as being the more popular choice. However, Question 9 was less successfully answered with too many generalisations which could be applicable to most periods. Question 7 proved to be very accessible to the majority of candidates with many attaining Level 3 and being able to show how the interpretations differed in portraying the queen. However, candidates are still struggling to attain Level 4 which requires them to consider the purpose/audience of the interpretations. Again, this year Questions 6 (a) and 6 (b) proved to be the most problematic, with candidates unsure how to approach them.

Question 6 (a)

The Elizabethans, 1580–1603

- 6 (a) In **Interpretation A**, the author A N Wilson depicts the Elizabethan period as an important age of exploration.

Identify and explain **one** way in which he does this.

[3]

Good responses indicated that candidates had developed a technique for answering this type of question. They ensured that they identified a relevant and appropriate way in which the author depicts the Elizabethan period as an important age of exploration, explained it and elaborated on their point. A variety of approaches can be used including starting with a specific feature and then making two points of development about it. Alternatively, some began with a more general point, providing an example and stating how it depicted the Elizabethan period as an important age of exploration. It is also appropriate to state that the source refers to different achievements, refer to them and then finish the response by stating the impression that is given.

Candidates who were less successful tended to select a quotation from the source and then proceeded to paraphrase it. Some just selected three quotations. Often their selection from the source was not one that they could easily comment on. It was clear that many were struggling with this question.

Assessment for learning



- Candidates clearly find this kind of question difficult to tackle. It only accounts for 3 marks which could be easily attainable with the right technique.
- The response does not need to be long; it just requires the candidate to identify one way and for this identification to be explained.

Question 6 (b)

- (b) If you were asked to do further research on **one** aspect of **Interpretation A**, what would you choose to investigate?

Explain how this would help us to analyse and understand England's connections with the wider world between 1580 and 1603. **[5]**

Candidates who did well on this question gave thought to their area of research and selected an appropriate aspect that they could frame their investigation around ensuring that they thought about the second order concept that they were going to use. There were a range of possibilities including investigating the motives of explorers like Raleigh, considering the impact of English exploration on England or other areas of the globe and examining the reasons why the Elizabethans were successful in trade. Some candidates used an impression they had gained from the source to develop their line of enquiry such as the positive impact that exploration had on England's wealth and power. They then explained that they would investigate how far this would affect Elizabethan society. Alternatively, some chose to investigate the impact that the explorers had on the 'New World'. To attain Level 3, candidates, need to provide a clear explanation of how the enquiry would increase understanding of England's connections with the wider world between 1580 and 1603.

Less successful candidates often selected an investigation that was not relevant or took them beyond the period in the question. For example, some candidates chose to investigate how American domination of the world came about. Others merely stated that they would learn about English sea power. Candidates need to understand that their choice of investigation is crucial to them being able to answer the question successfully. Stating that they wish to find out extra information merely confines them to Level 1. However, fewer candidates selected investigations that bore no resemblance to the topic in the question than in previous years.

Exemplar 3

	b	The Interpretation suggests that the Elizabethan explorers did a remarkable job of developing new colonies and setting up Britain's future. So, if I were asked to do further research into one part aspect of Interpretation A, it would be whether or not the British always had the most power when it comes to colonising the world. This would help me understand England's connections with the wider world between 1580 and 1603 because it would show whether England had always been the dominant force when colonising the world or whether there was other colonisers from Europe.
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This exemplar is one which highlights a Level 1 response. The candidate states that the research is going to be on whether Britain always had the most power when colonising the world. It is not very well phrased but based on the next sentence it can be assumed that the candidate is referring to the period 1580–1603. However, the candidate then says that the research would show whether Britain had been the most dominant or whether other countries were involved. Apart from the fact that it would be a very small period to undertake such an investigation on, the candidate has not considered using a second order concept. A more successful alternative could have been to consider the significance of the Elizabethans' success in the period compared with other countries or even to have investigated the reasons for their success.

Assessment for learning



- Candidates do struggle with this style of question. They often decide on an area that they want to investigate and focus on the information they will find or what it will tell us. This limits them to Level 1.
- Candidates should practise using second order concepts to explain how their investigation would help their analysis.

Question 7

7 Interpretations B and C both focus on the power of Elizabeth.

How far do they differ and what might explain any differences?

[12]

Many candidates were able to attain Level 3 on this question as they identified differences in the way that Elizabeth was portrayed and selected relevant sections of the interpretations to support their responses. For Interpretation B most focused on her power and success while on Interpretation C her weakness and failure were referred to. Candidates also compared the interpretations on her decision not to marry and the effect on her power. A minority of candidates were able to attain Level 4 usually by focusing on Interpretation B and considering that it was published on a feminist website which is aiming to encourage women to become powerful female role models so will emphasise Elizabeth's power and achievements. Only a small number of candidates managed to successfully consider the historical perspective of Interpretation C, comparing her with the other Tudors and concluding she did fail as she did not continue the dynasty.

Some candidates merely compared the provenance of the sources in a simplistic way or discussed that one was more trustworthy than the other because of its provenance. They often managed to comment on the fact that Interpretation B aimed to promote women's stories and roles but were unable to take it a step further to consider purpose in relation to the question.

Assessment for learning



- Candidates have clearly grasped how to compare two interpretations to answer a given question. The level of support varied but the majority were able to provide some.
- The ability to consider purpose/audience is a higher level of response to be added to their Level 3 answer but candidates need to be reminded what they need to do to reflect purpose in their response. Many could comment on the message but needed to take it a step further to achieve purpose.

Question 8*

8* According to the website 'elizabethi.org', Elizabeth I was 'remarkably tolerant'.

How far do you agree with this view of Elizabeth I's **treatment of Catholics** between 1580 and 1603?

[20]

It was pleasing to see that so many students were focused on the question and were well aware of the format that their response should take. Good balanced responses considered different aspects of Elizabeth's treatment of the Catholics. Many included the Acts of Uniformity and Supremacy which, although earlier in her reign, could be included as they were still relevant in 1580. Her treatment of Recusants was often used as an example of her tolerance considering that she could have taken more extreme action against the Catholics. Many demonstrated a sound knowledge of the Act of Persuasions 1581, the Recusancy Act 1587 and the Act against Recusants 1593. Equally, these could be used to show her lack of tolerance with higher fines and greater restrictions rather than her taking more severe action against the Catholics. The Act against Priests 1585 was also widely known and again some argued that the low numbers that were executed showed her tolerance while others argued that this was an extreme measure. Similarly, the fact that Elizabeth had kept Mary Queen of Scots alive for so long was deemed to be tolerant by some while others focused on her execution as intolerant.

Less successful responses tended to be those where candidates were less secure in their knowledge and tried to make some valid points which they could not substantiate. In many cases one or two well-focused explanations would have served them more successfully than trying to stretch their limited knowledge to make four separate points. However, even responses that did not attain high marks showed an understanding of the topic and were able to make some valid points.

Assessment for learning



- Candidates should focus on the quality of their explanations and try to organise their responses.
- Continue to emphasise the importance of focusing on the question and remind candidates that a one-sided response is limited to Level 4.

Question 9*

- 9* In his 2016 article 'The dark side of Elizabethan England', historian James Sharpe argues that life for the poor was dominated by 'violence, vagrancy and crushing hunger'.

How far do you agree with this view of **daily life for the poor** in Elizabethan society? [20]

Good responses demonstrated an understanding of the period and the problems it experienced. Such responses focused on explaining the reasons why vagrancy became so serious and the severe punishments for it. They also referred to the population increase and the inability of England's agriculture to meet the rising demand for food. Some candidates referred to inflation as well as the poor harvests in 1586 and in 1595, 1596 and 1597 which caused 'crushing hunger' often leading to violence. However, they also focused on the attempts to alleviate it and were able to deploy their knowledge of the Poor Law of 1601 to explain how that offered hope to some while adopting a different attitude towards the 'undeserving poor'. Another argument against the view focused on the entertainment that was available to the poor, especially the theatre.

Less successful candidates invariably lacked the knowledge to answer the question. Many responses remained at Level 1 as invariably knowledge of the topic was less successful. This question was clearly the popular choice for those who thought they could get by with generalised responses on life for the poor. Too many responses lacked the specific knowledge required to provide an explained response. Some candidates were able to identify points on the Poor Law in their responses but were unable to develop these to consider the changes that they made to the lives of the poor.

Assessment for learning



- Candidates need to make sure that they place their responses within the context of the period.
- Any part of the specification can be examined. It seemed that many candidates were not expecting this topic to be examined.

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