

**GCSE (9-1)**

**Examiners' report**

# **GEOGRAPHY B**

## **(GEOGRAPHY FOR ENQUIRING MINDS)**

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**J384**

For first teaching in 2016

**J384/02 Summer 2022 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 are 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.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## Paper 2 series overview

J384/02 'People and Society' is one of three examinations contributing to the GCSE 'Geography for Enquiring Minds'. In 2022 this examination (in a change from the usual structure), focused on the human geography units Urban Futures, Dynamic Development and UK in the 21<sup>st</sup> Century. In addition, this examination required candidates to interrogate a previously unseen data set related to a hypothetical, human geography fieldwork task.

To do well on this paper candidates needed to be able to demonstrate that they have an understanding and appreciation of a range of issues that affect people and places at a range of scales from local to global. Candidates needed to exhibit competent mathematical skills which are transferable into a geography context covering graphicacy, numeracy and the interpretation of statistical evidence.

Where candidates had developed a better understanding of command words, particularly in extended writing questions, their responses scored highly. Evidence of centres promoting effective writing skills through scaffolding and writing frames was evident, in high scoring responses ideas were thoroughly developed and all aspects of the questions were addressed. Most successful candidates competently referred to the question, including the vocabulary of the question in their response. Understanding core principles of geography exemplified through case studies is intrinsic in the success of candidates on this paper. Those who could write effectively about the significance of specific locations, the impact of development initiatives and international media exports scored highly on this paper. Candidates responded well to the unseen fieldwork question, handling the data and information competently, most candidates achieving at Level 2 or Level 3 on this question.

The paper was completed by almost all candidates; very few appeared to have run out of time, The standard of handwriting and the legibility of papers has unfortunately declined, but SPaG was generally good. The paper was both challenging and differentiated, allowing access to achieve for all candidates while addressing the stretch required for the most able. Many candidates are competent at constructing an argument in extended writing questions worth 6 or 8 marks and there was some evidence of pre planning writing structures from a significant number of candidates.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>responded to the command words of the question</li> <li>could recall specific dates, statistics, initiatives and named locations. See Question 2 (d)</li> <li>demonstrated an understanding of and a competence in the use of geographical vocabulary</li> <li>had good mathematical and graphicacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>wrote 'all I know about' <i>location</i>. See Question 1 (e) in particular</li> <li>misinterpreted the question or did not do what the question was asking</li> <li>did not refer to the resources that had been provided</li> <li>could not recall specific dates, statistics, initiatives and named locations.</li> </ul>

## Section A

### Question 1 (a)

#### Urban Futures

1 (a) Which **one** of the following most accurately defines re-urbanisation?

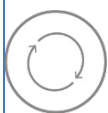
- A When people migrate back into inner city areas
- B When people migrate from the inner city to the countryside
- C When people move from one city to another
- D When people move from the inner city to the suburbs

Write the correct letter in the box.

[1]

Most candidates answered this multiple choice question correctly. Indeed, all the multiple choice questions on the paper were well answered. The key to success in this instance was an understanding of geographical vocabulary.

#### Assessment for learning



Designing multiple choice questions is a definite art rather than just the right answer with three random wrong answers. The incorrect options will usually contain an outlier which is easily discounted, a common misconception which could be chosen if the candidate has not understood the question or interpreted the graphic incorrectly and an A1 other response. In Question 1 (a) the task was all about understanding vocabulary and so the inclusion of a number of similar phrases required accuracy and understanding from the candidates. Teachers who design MCQs as part of their AfL in the classroom find they are a quick and effective tool for assessing learning and prompting recall. Engaging candidates in the task of writing a good MCQ is also a fun and engaging revision activity, particularly if an element of competition is introduced through peer testing.

## Question 1 (b)

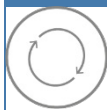
(b) Give **one** reason why people would be attracted to live in the suburbs of a city.

.....  
..... [1]

Most candidates had a clear understanding of what the suburbs were and could express an opinion as to why they are an attractive place to live. The mark scheme credited any accurate, positive perceptions of the suburbs (pull factors), but did not credit negative perceptions of other areas of the city (push factors). Many candidates wrote about 'cheaper' housing as a perception of the suburbs, clearly this is somewhat dependent on where exactly you are moving from and to, however, as cheaper land values is correctly taught and as it is possible to move to cheaper housing in the suburbs, this was credited. Most candidates described a perception connected to a quality-of-life judgement such as it being 'quieter' or there being more 'green spaces'.

A common misconception was job availability, either jobs being readily available or jobs being hard to come by, neither was credited. Some candidates wrote extended responses which were not warranted for a 1 mark question.

### Assessment for Learning – Exam tips



During assessment practice, candidates should routinely get into the habit of considering the number of marks awarded for a question, this is often a good indicator of the length and quality of response that is required. In conjunction with the command word of the question, the mark allocation indicates the type of response the candidate needs to submit. Writing an extended paragraph for a 1 mark question is not required.

## Question 1 (c)

(c) Explain the consequences of suburbanisation.

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.....

.....

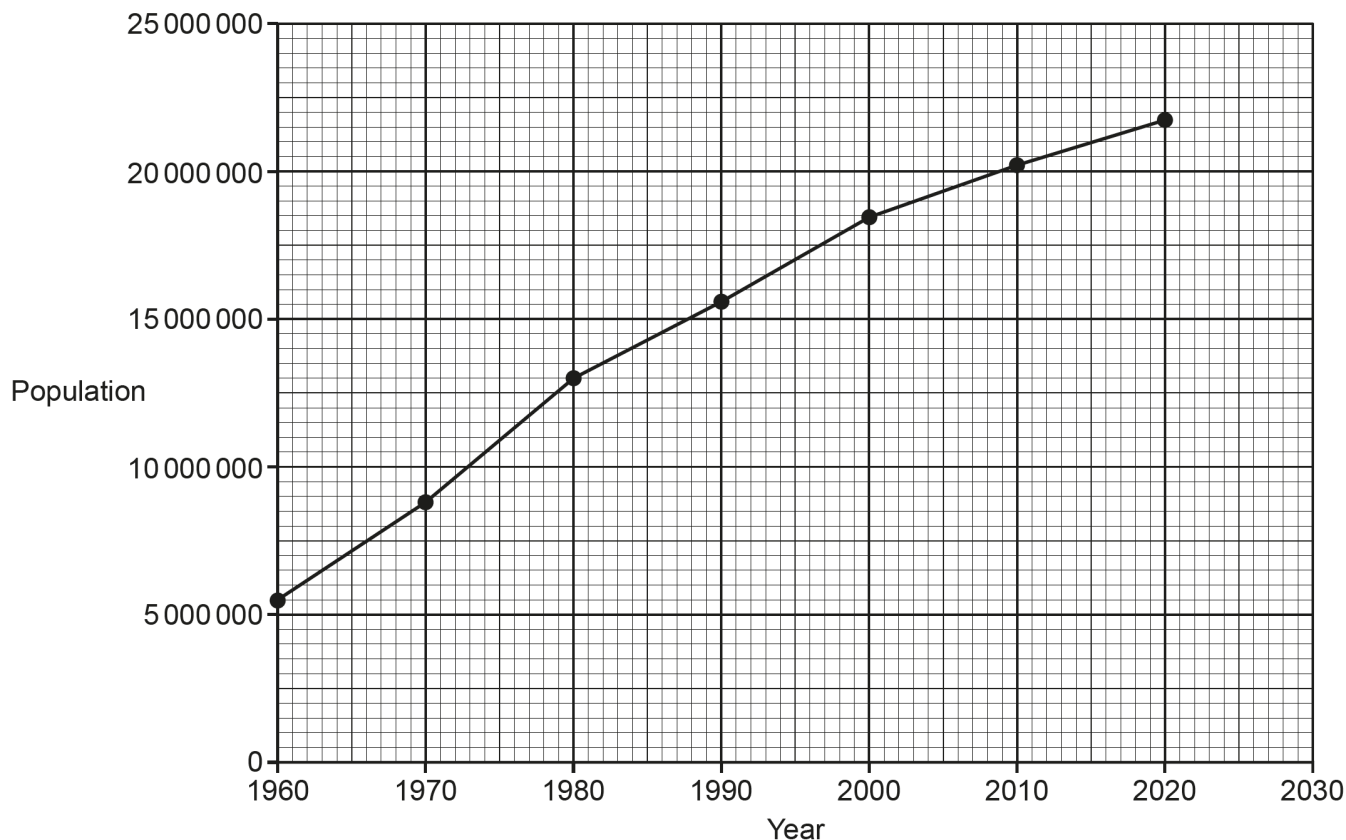
.....

..... [3]

Most candidates understood the term suburbanisation. Some candidates chose to write about the consequences relating to the suburbs and some chose to write about the consequences relating to the inner city / CBD, others attempted a hybrid of the two but invariably tripped themselves up, as it was not clear to where they were referring. Candidates achieving full marks on this question either developed a line of reasoning to make three valid statements or chose to identify three separate consequences – both approaches were credit worthy. Many candidates wrote about increases in house prices and the subsequent demand for houses encroaching on the countryside/ greenbelt. Others focused on the possible impact on small businesses in the inner city who may lose customers in areas which become deprived and abandoned. Many candidates write about 'pollution' unqualified and not linked to either air or noise.

## Question 1 (d) (i)

(d) Study the graph below, which shows the population growth in a city in an EDC.



(i) The population of the city is expected to reach 24 000 000 by 2030. Plot this on the graph.

[1]

Almost all candidates who attempted this question successfully plotted the 24,000,000 population point, correctly joining up the line to the existing graph. A smaller number of candidates just put the point on the axes with no line or put the point somewhere between 2020 and 2030. Some candidates did not attempt this question.

## Question 1 (d) (ii)

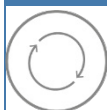
(ii) Calculate the increase in population between 1980 and 1990.

[1]

Most candidates who attempted this question successfully calculated 2,500,000 people. A small number of candidates calculated the percentage increase correctly and were credited. A significant number could not complete the calculation between 1980 and 1990 and again some candidates did not attempt this question.



## Assessment for learning



Questions which require candidates to do calculations or interpret graphs always provide a range of responses and sometimes these questions are the worst answered questions on the paper. Recruiting the support of the mathematics and science departments to address the areas outlined in the specification can reinforce the learning of these numerical skills. Providing maths colleagues with some examples from previous papers is usually well received as it allows them to deliver their methodology with a different context and reinforces the transferable numeracy skills. It is also important that teachers encourage candidates to 'have a go' at the calculation questions because, as with their maths exam, there are sometimes marks given for the correct method of working out (although that was not the case in Question 1 (d) (ii)). All too often candidates are 'put off' by the maths and miss the question out.

## Question 1 (e)

### (e) CASE STUDY – AC city

Name of AC city .....

Explain the importance of an AC city within its country and the wider world.

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.....

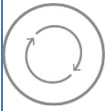
.....

.....

..... [6]

Most candidates had studied a UK city in the context of this question. Most seen examples were London, Birmingham, Leeds, Leicester and Southampton, very few candidates chose an AC city outside of the UK. Most candidates were able to develop their ideas to Level 2 but place specific information was lacking quite significantly, without any named references for a UK city. The biggest weakness demonstrated in this question was an inability to answer the actual question, too few candidates were able to extend to Level 3 by developing ideas about why the city was important 'within its country and the wider world'. Most common responses outlined '*everything I know about – location*'. Some candidates tried to rework their learnt example of a sustainable city and many wrote extensively about Birmingham library but did not link their knowledge to the importance nationally or worldwide. Some candidates tried to develop their responses in a similar way to Question 3 (d), describing global importance of media and linking it to their city, no double crediting awarded.

## Assessment for learning



Centres must emphasise the importance of understanding command words in the question. Providing candidates with a glossary of commonly used command words as stated in the specification and encouraging a technique of highlighting command words during the examination will assist candidates in achieving higher marks. Best practice in preparing for linear exams suggests interleaving assessment practice throughout the teaching of the GCSE, this will reinforce a greater understanding of command words, in the case of Question 1 (e) 'explain the importance of'.

### Exemplar 1

~~countries~~<sup>y</sup> profits. It is also a place of many economic hubs such as Canary Wharf which has ~~world wide importance~~ as a hub for economics and finance as well as having a history as the West India Docklands where mass trading took place ~~worldwide~~. London, Canary Wharf also has ~~international importance~~ from investors, for example Canada who in 1991 bought 1 Canada square in Canary Wharf, making it into ~~10~~ offices. The 2nd largest building in London at 235m tall. Iconic buildings like these make London into a ~~world city~~ due to the buildings.

This candidate clearly links named buildings/ areas of London to specific international trade links and develops the response to justify London's position as a 'world city'. Candidate was awarded at Level 3.

## Question 2 (a)

### Dynamic Development

- 2 (a) Which **one** of the following is the correct description of bottom-up development?
- A When local communities have their views ignored
  - B When non-governmental organisations (NGOs) work in cooperation with local communities to find out about their needs
  - C When the government make decisions about what is best for people in the country
  - D When the World Bank gives money to the government to help them to develop

Write the correct letter in the box.

[1]

Most candidates answered this multiple choice question correctly.

## Question 2 (b)

- (b) Explain **one** way that debt relief may help an LIDC to develop.

.....

.....

.....

..... [2]

Most candidates recognised that through debt relief the country was going to have 'more money to spend' as it would not be paying back the heavy interest on loans. However, many candidates could not specify development projects or areas of provision on which the money could be spent to get the second mark awarded. Too many candidates wrote 'spend on development'. Other candidates were able to apply their learning and wrote about education and healthcare being appropriate areas to invest funds.

## Question 2 (c) (i)

(c) Study **Fig. 1** in the separate Resource Booklet, which shows the share of population with access to improved drinking water.

(i) Which **one** of the following statements is correct?

- A** Africa is the continent with the lowest share of the population with access to improved drinking water
- B** All countries in Europe have 85% share of the population with access to improved drinking water
- C** South America is the continent with the lowest share of the population with access to improved drinking water
- D** There is no variation in access to improved water in Asia

Write the correct letter in the box.

[1]

Most candidates answered this multiple choice question correctly. The key to success in this question was the correct interpretation of a map, where candidates were less successful, they clearly did not know the names of the continents.

## Question 2 (c) (ii)

(ii) Suggest an alternative way of effectively displaying the data shown in **Fig. 1**.

.....  
..... [1]

This was poorly answered and reflected a lack of understanding regarding appropriate graphical techniques. Common misconceptions were pie charts, scatter graphs and line graphs, it appeared that many candidates just thought of a graph to put down as a response. A significant number did just write 'a graph'. Please note earlier AfL point regarding collaboration with mathematics and science departments.

## Question 2 (d\*)

### (d\*) CASE STUDY – Economic development of an LIDC

Name of LIDC .....

For an **LIDC** you have studied, assess the extent to which a country's politics has been the greatest influence on its development.

.....

.....

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.....

..... [8]

This question provide the most varied quality of responses. The most successful responses gave very impressive accounts of the political influences in the country they had chosen, weighing up the impact of those governments against the impact of other influences such a physical geography, NGO involvement or TNC investments. Many candidates chose to start their response with the historical impact that colonialism had had on many of these nations and the situation governments had inherited at the point of independence. Most common examples were Ethiopia, DRC and Zambia. Candidates who wrote proficiently included place specific details, statistics and named development initiatives. They knew about the physical geography of the country and understood the significance of reliance on the particular primary product pertaining to that nation. Candidates understood how the topography and climate of a country would impact development and how the limits on trade created in a landlocked nation would be detrimental to development. Less successful responses listed learnt statistics about MDGs out of the context of the question or described one development initiative (often an NGO initiative) and attributed it to the government. Most frequently incorrect example used was the city of Lagos.

## Exemplar 2

most populated country. In Ethiopia, development has been affected by political unrest from the DERG seizing power and control over the country. This has lead to difficulties in trade and lead to a trade deficit with £5 ~~DAY~~ on exports compared to £18 billion imports. Ethiopia trades low value goods but also struggles to find countries to trade with because of political unrest and Ethiopia's history.

This response demonstrates a well developed, place specific reference to how politics can affect development in Ethiopia. The candidate went on to describe additional factors affecting development in Ethiopia, the whole response was awarded at Level 3.

## Question 3 (a)

## UK in the 21st Century

3 (a) State **two** causes of an ageing population.

1 .....

2 .....

[2]

Most candidates could identify at least one cause of an ageing population. Most commonly written was 'good medical care' and 'low birth rates'. Candidates who misinterpreted the question wrote about either the consequences of an ageing population or provision for an ageing population, neither of which were credited. This was another good example of where either misreading the question or not understanding the word 'causes', leads to 2 marks being lost by some candidates.

### Question 3 (b) (i)

(b) Study **Fig. 2** in the separate Resource Booklet, which shows a graph showing immigration to the UK.

(i) Which **one** of the following statements most accurately describes the trend shown by the graph?

- A Immigration has decreased overall, but there have been some fluctuations
- B Immigration has increased at a steady speed
- C Immigration has increased overall, but there have been some fluctuations
- D Immigration has increased year on year

Write the correct letter in the box.

[1]

Most candidates answered this multiple choice question correctly. This was reliant on the candidate's ability to describe the pattern illustrated in the graph.

### Question 3 (b) (ii)

(ii) Suggest **one** reason for the decrease in migration to the UK in 2013.

..... [1]

This question was not answered well. Too many responses were at the extreme end of the scale, such as; 'the UK borders were closed all year' or 'nobody wanted to migrate'. Candidates should be advised that on questions such as this where the command word is 'suggest', logical responses which are relevant to the question will be credited. Most commonly written were 'changes in the law' or 'economic recession' making the UK less attractive. Some candidates wrote from the opposite perspective suggesting 'other nations were more attractive' or 'some migrants may have decided to go home', these were also credit worthy.

### Question 3 (b) (iii)

(iii) Which year had the highest level of migration to the UK?

..... [1]

Most candidates answered this question correctly, however, some candidates did have difficulty interpreting the graph.

## Question 3 (c)

(c) Study the table below, which shows data about working patterns in the UK in 2015.

	Number of men (thousands)	Number of women (thousands)	Total number of people (thousands)
<b>Flexible working hours</b>	1409	1456	2865
<b>Term-time working</b>	233	1149	
<b>Job share</b>	28	172	200
<b>Nine days over a fortnight or four and a half days per week</b>		93	149

Complete the table by calculating the **two** missing values.

**[2]**

Most candidates who answered this question, answered both parts correctly. Once again a significant number of candidates did not attempt the question.

### Assessment for learning – Exam tips



Encourage candidates to 'have a go' at the mathematical questions. In this response there were 2 marks at stake for what was a fairly simple calculation, one subtraction and one addition. Introducing short 'numeracy in geography' questions as starter or recall of skills activities in lessons or ensuring that every assessment in geography throughout secondary school has a 'numeracy in geography' question means candidates will become more familiar with what to expect and may not so readily shy away from the challenge.



## Question 3 (d)

(d) Examine the global influence of UK media exports.

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..... [6]

Most candidates achieved at Level 2 - they understood the concept of media exports and were able to identify how significant the UK exports were on a global scale. Common examples chosen were Peppa Pig, James Bond, Harry Potter, X-Factor and Downton Abbey. Candidates were able to link these shows to statistics about the number of countries/ viewers / versions / translated languages, although the accuracy of these statistics was variable. Candidates achieving at Level 3 were able to further develop their response to look at the wider impact of specific revenue generated from media exports, linked tourist attractions and the prevalence of learning the English language globally supported by media exports.

Some candidates chose not to focus on TV and film and write about the media industry through gaming or published materials, both were credit worthy.

A few candidates thought this question was linked to the information in the table in Question 3 (c) and therefore answered incorrectly.

### Exemplar 3

excellent reputation of the UK. Also, 'The X Factor' is viewed by 360 million people in 147 territories, with 51 countries producing their own national version. This promotes other reality TV shows made in the UK as people worldwide gain interest in British culture and entertainment. In

This candidate develops details of the export of the X-Factor around the globe using statistics regarding circulation and number of versions. Outlining the consequences worldwide this candidate is demonstrating 'influence' on a global scale. The candidate's whole response was awarded at Level 3.

## Section B

### Question 4\*

#### Human Geography Fieldwork

- 4\*** Study **Figs. 3, 4 and 5** in the separate Resource Booklet, which show information about the London congestion charge and air pollution in London in 2003 and 2016.

Using evidence from **Figs. 3, 4 and 5**, write a conclusion to the hypothesis: 'Air pollution levels in London have decreased as a result of the congestion charge.' Develop your answer.

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.....

..... **[8]**

 Spelling, punctuation and grammar and the use of specialist terminology **[3]**

The majority of candidates performed well on this question. Most candidates were able to use all three resources and were able to identify and explain patterns and link them to the congestion charge. A significant number of candidates simply copied content, particularly from Figure 3 rather than interpreting the information.

Candidates awarded at Level 3, recognised that there was a correlation between air pollution levels and the London congestion charge and developed this point with specific detail about the gases that cause the air pollution. They referenced Figs. 4 and 5 to support the hypothesis and to compare nitrous oxide levels in 2003 and 2016. There was accurate interpretation and use of the data provided. They referred, not only to the congestion charge zone, but to other parts of London to determine whether or not the congestion charge was solely responsible for a decrease in air pollution. They also looked at other potential reasons for a reduction in air pollution – improved public transport, alternative ways of moving around London (cycling or walking) and the increasing use of electric cars.

Many candidates were awarded at Level 2, while they were able to identify patterns of air pollution they did not refer to variance around London nor did they write specifically about nitrous oxide or the units specified on the resources. These responses were more generic in nature and candidates limited their explanations to descriptions of the information from Fig 3 rather than developing the ideas and suggesting what the possible consequences would be. Some candidates did not draw a conclusion at the end of their response.

## Exemplar 4

reduced air pollution levels. In the congestion charge zone in 2003, nitrous oxide pollution was at 52-55 micrograms per cubic metre, which is 12-15 micrograms above the limit, which is not only dangerous for people to breathe in, but also can contribute to the greenhouse gas effect, increasing the risk of climate change. Furthermore, traffic volumes are a quarter lower than in 2008, further reducing air pollution due to less cars polluting the air, but less congestion, meaning less fuel burnt whilst the car is stationary, further reducing

This candidate makes accurate and specific use of the resources provided in Figs 4 and 5, with good development linking back to the question. This candidate's whole response was awarded at Level 3.

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