Qualification Accredited



A LEVEL

Examiners' report

# HISTORY A

H505

For first teaching in 2015

**Y222/01 Summer 2024 series** 

### Contents

Introduction	3
Paper Y222/01 series overview	4
Question 1 (a)	
Question 1 (b)*	
Question 2 (a)	
Question 2 (b)*	

### 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 Y222/01 series overview

Y222 is one of 24 units in Paper 2 for the A Level examination for GCE History. This unit tests an extended period of History of about 100 years through a short answer essay question and a traditional essay question. The paper contains two questions, each having two parts, a short answer essay and a traditional essay. Candidates have to answer both parts of one question.

To do well on the short answer essay question, candidates need to consider the significance or importance of both issues, factors, individuals or events mentioned in relation to the question. Having analysed or explained both they must reach a supported judgement as to which is the most important or significant.

To do well on the traditional essay, candidates need to address the issue in the question, using detailed supporting knowledge. To reach the higher levels candidates need to assess the issues they discuss and reach a supported judgement, at least in the conclusion.

On this paper Question 2 was the overwhelmingly more popular choice of question this year.

#### Candidates who did well on this paper Candidates who did less well on this paper generally: generally: gave equal consideration to the two issues in considered only one of the issues or discussed the short answer essay one in a superficial way reached a developed and supported produced a judgement that was not supported judgement as to which issue was more and was therefore assertion; or a judgement significant or important that did not follow logically from the response linked their knowledge of the issues to the were unable to use their knowledge to address focus of the question the issue in the question discussed at least two issues in depth when showed a poor understanding of the major answering the essay question issues relevant to the essay comparatively evaluated their chosen factors were unable to support their answer with relevant or accurate material in the essays provided accurate and relevant supporting did not focus on the precise wording of the detail to the question set, not just the topic question reach a supported judgement about the issue made unsupported comments about issues which were no more than assertions. in the question made a series of interim judgements about the issues discussed in relation to the question.

### Question 1 (a)

1

- (a) Which of the following was of greater importance as a reason for the weakness of the Non-Aligned Movement during the period from 1955 to 1977?
- (i) The influence of the USA and the USSR
- (ii) Divisions between Non-Aligned Movement members

Explain your answer with reference to both (i) and (ii).

[10]

Many responses wrote quite generally about the influence of the USA and USSR, discussing the significance of their economic influence as well as their military support. Few specific examples of this were noted, although the best responses noted the involvement of the USSR in Korea and the USA in Vietnam as evidence of this.

Divisions between members of the Non-Aligned Movement were similarly lacking in specific examples. The very best responses noted divisions between capitalist and communist members, although without stating examples. Other divisions were less well known with a few responses mentioning the divisions between India and Pakistan for instance. The general nature of the responses meant that many were confined to Level 4 and below.

### Question 1 (b)\*

(b)\* To what extent was Vietnam responsible for the instability in Cambodia during the period from 1978 to 1993? [20]

The best responses were able to examine the responsibility of various protagonists including Vietnam, the USA, the USSR and Pol Pot and the Khmer Rouge. Most responses noted the invasion of Cambodia by Vietnam in 1978, although details were less-well known. Some candidates developed this by examining Vietnam's use of the Ho Chi Minh Trail though Cambodia during the war with the US and the destruction of the surrounding lands as part of a longer term responsibility. This argument was generally countered by examining Pol Pot's legacy and the atrocities of the Khmer Rouge as well as their deposition in 1978. Other factors including the USA's support for anti-Vietnamese forces was sometimes noted as well as the USSR's support for Vietnam.

### Question 2 (a)

2

- (a) Which of the following was of greater importance as a reason for the Paris peace talks (1967–1973)?
- (i) US military and diplomatic policies
- (ii) US public opinion

Explain your answer with reference to both (i) and (ii).

[10]

This question was reasonably well answered. Most candidates were able to discuss the impact of US public opinion in some detail, with the best responses talking about student opposition including the Kent State shootings, the role of the media and its impact on public opinion and the role of Kronkite. Public opinion polls and the 1972 election were also often seen in many responses.

In discussing US military and diplomatic policies, the performance of many candidates was mixed. Weaker responses tended to talk about military tactics rather than policies, with many discussing tactics from before 1967. Diplomatic policies were sometimes ignored in these answers too. The best responses dealt with a range of US policies including the offensive of 1971 and the bombing of North Vietnam, Nixon's commitment to Vietnamisation as well as improving relations with China. Few references to the role of Kissinger were seen.

### **Assessment for learning**



It is important that candidates focus on the key words and dates in the question.

### Exemplar 1

La Us Military and diplomentic policies was was	
Less but had some diplomentic policles screen was a reason go, the	
Paris Peace talks. Firstly, Nixons use ag	
liable in Assessment their interest Theory of	
linhage passured lanoi into negotiations. Twough	
diplomatic egosts to Strengthen ties with the	
USR and China, like with Nixons visit to china	-
in 1972, ho was able to use these improvement	
in relations and the concessions to parce the	_
commense superponers to prossure Harvi into	
everywing in peace tales with the US; therefore	
quicing Harvi inco the Pavis peace now talks to	ŀ
with the Us. Moreover, the Success of	
	ヿ
Vietnamisation also gurether analyted the talks,	
as it weakned the North ability to wage war.	$\dashv$
Vespice some sechades, by 1972 Viernaminization	
had greatly Strengthened the ARVN, allewing them	$\dashv$
to even War hat halt the Novelis 1972 spring	_
opposite. This subous the importance of victnomisation,	_
as is net only prouved to the North that they	_
present so range us direct support of the	
ARUN, but is realso the Spring aggensives gar have	
lege them in a vulnerable posicion, question quicing	
House to sometime with the U.S. set Device Alice	$\neg$
then to reacticite with the US cit Pavis However,	$\dashv$
Some US Military and diplomatic policies only	$\dashv$
Purther esculused the war and demeged talks. Nixons	-
avenue to demoralise and intinidage Harri with	$\dashv$
his exculerion of the air offensive in 1969, sessing	_
completely field in its objective, with Hanci	

7

not being intimidated at all, and still launching
their February aggensive. This shows how not all
us military and diplomentic policies succeed , as
not only did this are escalate the war
in Vietnam but it also emboldered Hanoi to
hoor sighting and post sovicusty false point in
heep gighting, and not soviously take point in
pouce tales at Paris Devall, US Military
and diplomatic policies, whise laver gercing Womai
to negotiate with the us over a withdrawl
and peace, orange se the egents to incinidate
 Honoi only Muche talks less likely . Theoryper
US military and diplomatic policies were less
less impostent.
US Public opinion was see greater importance
 ires a reason que the Paris peace talls.
Firstly, the Text appensive turned most up the
US against the War. Agen the huniliaring and
houseich Tee agensive in January 1968, not
only did is turn many as those in the
predia such as the beloved Walter Cooplie against
the war, but it also turned many in governor
against the war, such as the Wisemen in March
1968. This ster was arrived in the coursing the
pegosiations, as not only did the medicas outlook
allowing to Take lead to Take we cannot not be
edilowing tea Tee lead to Johnson approval varing
to gull grow (48-36%, but the loss of the
Tolunson in March, Lircarly presented his anunconent
burson in Flavou, wreery proceed his success

	on Mach 315+ & that they'd hegin to desculate
	and respectate with blanci, thus suggesting that the
	loss of carriduses amongs the les public in victory
	trigged the peace talks thenselves, Morover, Us
	public protests also pushed gur regetiations. In
	Oceober 1969, 2 million americas processed Nixons
	approved to Viesnom in every Major Orty, forcing
	hun to withdraw his threatering November Isa
	cloadine gar Hora: This too was crucial in
	regotiations, us it govern Nixon to abanchen the
	the batering governed approach to diplomacy ; and
	racher gour liplometic eggots on rejetiations
	ord linkage, thus pushing of a gur the Paris peace
	talks. Furtherore, Nirons election videory in 1972 aboute
	granty part gured Hanoi into sogetiating with the
	US. With his historic 1972 election landslike
	this prooved to Honoi that the US public were
	supporting Nixons policies, and this not wanting
	to have to que another a your as war and
,	prodonged talles, Henri ginally sat decun and too
	pareach in the negetiations at Paris, thus justing
	enabling the continuection of the Paris peace tally.
	Overall, US public opinion not only both forced
	the US and laso into respectations, long but the
	Charge in articule agos Tes is when triggered
	Mesculation and allewed for peace talks to occur.
	Therefore US public opinion was of More
	important as a season gur the Paris Reace talks

9

In Conclusion, US public Opinion was og
More importance as a reason gor the Paris
peace talla. Whilst US diplomentic policies
Tibe Unhage Roiced Honoi to negotiate, it was the
protests which grand Nixon to the that
 diplonation approach, and whilst Vietnomiscolon also gorced
Heroi, it was the US publics upinion change agree
tex which briggered the charge is policy which led
to respectations legisles. Therefore US public opision
was y store inflatere.

This exemplar demonstrates a good Level 5 response with some explanation and evaluation of both factors.

### Question 2 (b)\*

(b)\* Assess the reasons for Chinese intervention in the Korean War.

[20]

This question elicited a range of responses, with many candidates able to construct a detailed argument which looked at a range of reasons for Chinese intervention. Some responses listed these and were confined to Level 4 and below. The best responses produced a comparative evaluation of a range of factors, examining Chinese security, US aggression as well as China's desire to demonstrate itself as a major power. The best answers were also able to point to North Korea's interventions in the Chinese Civil War and the need to repay that debt, while these candidates also noted the influence of the USSR in China' actions. The chosen exemplar demonstrates a good answer that was placed in Level 5. There is a consistent focus on the question with some judgement in the conclusion. More evidence of interim judgements would help this response reach Level 6.

### Assessment for learning



Candidates should ensure they are comparatively evaluating their chosen factors in their essays, arriving at interim judgements as to the importance of that factor in terms of the question. This will help them to reach the highest level of the mark scheme.

### Exemplar 2

$\overline{}$	7	
2	<u> </u>	Chinese intervention into the Kovean War is largely believed to be the turning
	<u> </u>	point in the prolonging of the war, as US and UN victory prior to this
	ļ	was successful and managed to drive Worth Korean forces out of the fouth-
		The fall of China to Communism in 1949 spurred motivation, as well as the
		growing threat of the war entering China. The actions of the US were also
		contributory as they left a vulnerable bouth Korea that allowed for invasion by
		China and the North.
	-	
	<u>.                                    </u>	The victory of Mao Zedong in the 1949 Chinese Civil War motivated communist
	<u> </u>	expansion and gave China the momentum to venture into Korea. The CCP enacted
	_	successful policies of land retorm and governilla warture, appealing to the pensanty
		in their vanquishing of the Japanese and combibuting to the large manpower that
	<u> </u>	gave China its Assength; in January 1951 190,000 Chinese troops crossed the
		border. Thus, the greater metivation behind China due to the Communist victory
		gave them the confidence to introvene into the travern war, threatening the US as
		they fared the communist allies of both China and the USS 12, a formidable
		Gree. Mac Zedong considered himself to be the world leader of communit
		Struggles in this is venguard for spreading revolution, and this directly led to
		Framan's Deferire Perimeter Strategy and the NOC-68 document that aimed to
		Rescalate involvement and triple the military defence budget to contain communism
		Zedong and Stalin raw this 'line in the sand as an enerclement of their
		communist sphere of influence, thus meaning that once the USSR had atomic
		power and Zedong had communist influence, China was eurowaged to intervene in order to protect communism against containment. Hence, Zedong and Communist
		China intervened in Koves to te maintain communist gower, directly cotalyred by vitts
		actions.
		The incharies of U.S and UN troops over North Korea initially meant that the
		war was threatening to enter China, Zedong's greatest fear as the US was evidently
		0 /

 hardening its resolve against communism and was willing to use military might,
as shown by the shaping of US golvey that extended its foreign and from that
 of financial, such as Mashall Hid to one of proactive detence in NSC-68.
 The momentum that signified the US to cross the 38th parallel in September
 1990 reached the Yulan River at the Chinese border and was not iten to
 be halling. Thus, China concluded they had to combat this growing power and
personally intervene as the 'buffer state' of North Koren was no longer
providing thing protection. The surcess of the Incheon Landings in September 1930
were also threatening as UN troops had landed 200km behind Worth Korean
 lines and taken seoul from the communists, and despite fluctuations in the
power balance between North and South, China simply raw intervention as the
 logical rest step as the artitlery, weapons and troops of the US were proving
inperior to that of the North, with the US airforce conducting over 1 million
strategic and tactical operation. Thus, Chiva's intervention retook Seaul and regained
 communist intluence damaging ROK and US motivation, one of China's aims
alongside maintaining the strength of communism that was being classinged in
No.Ah Konea.
The actions of the US provided China with more confidence that their
intervention would be necessful, as the UI demonstrated Montterm Chinking by
withdrawing from South Kovea in 1949. As melly The construction of a
presidented government under the pro-US, right-wing Syngmon Rhee was not
 only a demonstration of conflicting ideology as the North was controlled by the
pro-Halinist Kim II Jung, a strong communist, but also a mistake on the US'
pale as they were overcontribut the North would not invade which they did,
and also contident that China would never intervene , one of MacAtMushi
thoic belief. The OU left a vulnerable south korea to militarise and create
a nation, but to the communists like USIR, Worth Koven and most importantly
China, this was merely a welcoming as the bouth appeared easy to invade. Hence
 5

the US made military at the start of the Korean war thank that led to the foundations of community modification. To the war progressed the role of General MacArthur also contributed to China; intervention. He commended Truman the war would not be entered by China, and then minimum and their containing the well as broadcasting his military plans on the radio, giving China the intermetion they are broaded, MacArthur was also a strong advocate for nuclear watere and asked for dispensation to use nuclear bombs to prevent the Chinese overwhelming the US 3th army. However, it was later variated that he interned on using 30 bushs to destroy Chinese tragets, Fall subminating in a major threat to China due to MacArthur's desire to escalate war. Thus, MacArthur's racompetencies gave China the mativation to Aght against W inthence, as well as broader W failures in
foundations of communist motivation. To the war progressed the role of General Machellur also contributed to Ching; intervention. He commend the role of General Machellur also contributed to Ching; intervention. He commend the training the contributed by China, and then maximomaged their containing the well as broadcasting his military plans on the radio, giving China the intermetron trey needed, Machellur was also a strong advocate for nuclear watere and asked for dispensation to use nuclear bombs to prevent the Chinese eventualing the US 3th army However, it was later versaled that he intended on using 30 boushs to destroy Chinese targets, & all subminating in a major threat to China due to Machelluris derive to escalate war. Thus, Machelluris incompetencies gave China
the role of General MacAthur also contributed to Ching; intervention the commendation that was would not be entered by China, and then mismonaged their orphaight when \frac{1}{2} a million Chinase troops crossed the 38th parallel. As well as broadcasting his military plans on the radio, giving China the intermetron they needed, MacAthur was also a Atong advocate for nuclear wastere and asked for dispensation to use nuclear bombs to prevent the Chinase overwhelming the US 8th army. However, it was later revealed that be intended on using 30 boushs to destroy Chinase targets, & all subminating in a major threat to China due to MacAthur's derive to escalate was. Thus, MacAthur's incompetencies gave thing
or laught when 2 a million Chrose troops crossed the 30th parallel. As well as broadcasting his military plans on the radio, giving Chins the intormation tray accorded, MacArthus was also a strong advocate for nuclear wastere and asked for dispensation to use nuclear bombs to present the Chinese overnouslining the US 3th army. However, it was later variables that he intended on wing 30 bowles to destroy Chinese targets, to all subminating in a major threat to China due to MacArthur's desire to escalate war. Thus, MacArthur's incompetencies gave China
as broadcasting his military plans on the radio, giving China the intermetion they needed, MacAMul was also a Arony advocate for nuclear wastere and asked for dispensation to use nuclear bombs to prevent the Chinese eventhelming the US 8th army However, it was later revealed that he intended on using 30 bowshis to desiroy Chinese targets, Fall subminating in a major threat to China due to MacAMur's desire to escalate war. Thus, MacAMur's succompetencies gave China
as broadcasting his military plans on the radio, giving China the intermetion they needed, MacAMul was also a Arony advocate for nuclear wastere and asked for dispensation to use nuclear bombs to prevent the Chinese eventhelming the US 8th army However, it was later revealed that he intended on using 30 bowshis to desiroy Chinese targets, Fall subminating in a major threat to China due to MacAMur's desire to escalate war. Thus, MacAMur's succompetencies gave China
for dispersation to use nuclear bombs to prevent the Chinese eventuling the US 8th army However, it was later revealed that he intended on using 30 boughs to destroy Chinese targets, Fall subminating in a major threat to China due to Machethur's desire to escalate war. Thus, Machethur's succompetencies gave China
US 8th army Mowerer, it was later vavealed that he intended on using 50 boughs to destroy Chinese targets, & all subministing in a major threat to China due to Machethur's desire to escalate war. Thus, Machethur's incompetencies gave China
Machalluis desire to escalate was. Thus, Machallus sacompetencies gave China
Machelluis desire to escalate was. Thus, Machelluis racompetencies gave China
the motivation to fight against W influence , as well as broader i'v failures in
leaving a vulnerable Southern Vietnom. If Machythur had been neccessful, it would
have led to USSR atomic intervention, which would have been contentrophic for the
Whole would and them four this inclear threat as a direct reason to intervene
and capitalize on U.I chotcomings.
Therefore, the Chinese intervention in the tower war can be attributed to a
myrical of response manely that of growing communism belocks in South-East Asia
after World Was II and after the fall of China in 1949, providing communist
momentum to combat the Us' policy of containment, implemented asing
the Dekensive Perinseter Arrategy and the subsequent NSC-68-Fullier W actions
simultaneously Khorestened China; like with their advancements into Northa Korea,
as well ar failing to build a strong banth Vietnam, which motivated Chinese
intercention. Thus, China intervened to maintain communism against the threat passed
by the ill yet it may be laid that it was much locking to expand its own
sphere of influence.

# Supporting you

### Teach Cambridge

Make sure you visit our secure website <u>Teach Cambridge</u> 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 <u>forward them this link</u> 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 <a href="OCR website">OCR website</a>.

# Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. 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 professional development 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 a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an **Interchange** account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

Find out more.

### **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 (examined units only).

Find out more.

You will need an Interchange account to access our digital products. 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.

## **Online courses**

## Enhance your skills and confidence in internal assessment

### What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

# Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

## How can you access our online courses?

Access courses from <u>Teach Cambridge</u>. Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this <u>link</u> and ask them to add you as a Teacher.

Access the courses **anytime**, **anywhere and at your own pace**. You can also revisit the courses as many times as you need.

### Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- · the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

# How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email <a href="mailto:support@ocr.org.uk">support@ocr.org.uk</a>.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

### 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
- **y** twitter.com/ocrexams
- instagram.com/ocrexaminations
- inkedin.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.





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 2024 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 in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

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.