

**GCE**

**History A**

**Y108/01: The Early Stuarts and the origins of the Civil War  
1603-1660**

A Level

**Mark Scheme for June 2025**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple-Choice Question Responses**

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions (requiring a more developed response, worth two or more marks)**

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

**Longer Answer Questions (requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501

**To determine the level** – start at the highest level and work down until you reach the level that matches the answer

**To determine the mark within the level**, consider the following

| Descriptor                                            | Award mark                                                                                                |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| On the borderline of this level and the one below     | At bottom of level                                                                                        |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level                                                                                           |

## 11. Annotations

| Annotation                                                                          | Meaning                                                                        |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|    | Blank Page                                                                     |
|                                                                                     | Highlight                                                                      |
| Off-page comment                                                                    |                                                                                |
|    | Assertion                                                                      |
|    | Analysis                                                                       |
|    | Evaluation                                                                     |
|    | Explanation                                                                    |
|    | Factor                                                                         |
|    | Illustrates/Describes                                                          |
|   | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement                                                                      |
|  | Knowledge and understanding                                                    |
|  | Provenance                                                                     |
|  | Simple comment                                                                 |
|  | Unclear                                                                        |
|  | View                                                                           |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        |  |  | <p><b>‘Divisions amongst Charles I’s opponents were the main reason why negotiations failed during 1646 and 1647.’</b></p> <p><b>Use the four sources in their historical context, to assess how far they support this view</b></p> <ul style="list-style-type: none"> <li><b>In discussing how Source A does not support the view</b>, it suggests that Charles was unwilling to accept the proposals offered and was looking to restore his own power.</li> <li><b>In discussing the provenance of Source A</b>, answers might consider that these are private letters to his wife.</li> <li><b>In discussing the historical context of Source A</b>, answers might consider that, whilst Charles was in Scottish hands, he might join with them and restart the war, particularly if the king would support Presbyterianism.</li> <li><b>In discussing how Source B does support the view</b>, it suggests that some in the Army were religious Independents and wanted liberty of conscience.</li> <li><b>In discussing the provenance of Source B</b>, answers might consider that it was written by a Presbyterian opposed to the religious Independents.</li> <li><b>In discussing the historical context of Source B</b>, answers might consider there were other divisions within the army as Fairfax was not</li> </ul> | 30   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At Level 5 there will be judgement about the issue in the question.</li> <li>To be valid judgements they must be supported by accurate and relevant material.</li> <li>At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>Knowledge must not be credited in isolation. It should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark | Guidance |
|----------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <p>interested in politics and Rainsborough had sympathies with the Levellers.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does and does not support the view</b>, it suggests there were divisions between Cromwell, the Presbyterians, Independents and the City of London. It also suggests that Charles believed he was indispensable to any settlement.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might consider that it was written during the reign of Charles II.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might consider Charles' third response to the Newcastle Propositions and the suggestion a compromise with parliament was possible, but this was defeated as the army influence and power had increased.</li> <li>• <b>In discussing how Source D does support the view</b>, it suggests there were divisions between Cromwell and the Levellers.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might consider it is a speech by Cromwell designed to persuade</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider Cromwell's attitude to social order and hierarchy and the growth of radicalism within the country.</li> </ul> |      |          |



| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 2*       |  |  | <p><b>'The most important aim of James I's foreign policy was peace.'</b></p> <p><b>How far do you agree?</b></p> <p><b>In arguing that peace was the most important aim of James I foreign policy:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the Treaty of London with Spain in 1604 which ended the Spanish war.</li> <li>• <b>Answers might consider</b> his claim to be 'rex pacificus'.</li> <li>• <b>Answers might consider</b> James' reluctance to be involved in the Thirty Years' War.</li> <li>• <b>Answers might consider</b> James' dislike of religious war.</li> <li>• <b>Answers might consider</b> James' mediation between Sweden and Denmark and over the Julich Cleves dispute.</li> <li>• <b>Answers might consider</b> his attitude towards the outbreak of the Thirty Years' War and alliance with Spain.</li> </ul> <p><b>In arguing that other factors were more important:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> marriage negotiations for his daughter and son to European powers.</li> <li>• <b>Answers might consider</b> his desire for a religious balance between Catholics and Protestants.</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up his aims; but at Level 4, may simply list his aims .</li> <li>• At Level 5 and above there will be judgement as to the importance of his aims.</li> <li>• At higher levels candidates might establish criteria against which to judge most important.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                           | Mark | Guidance |
|----------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the 'Spanish match' as an attempt to create a balance between Catholic and Protestant powers.</li> <li>• <b>Answers might consider</b> the limited action taken to recover the Palatinate.</li> <li>• <b>Answers might consider</b> the development of an anti-Habsburg alliance towards the end of his reign.</li> </ul> |      |          |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3*       |  |  | <p><b>Assess the reasons for the breakdown of Personal Rule.</b></p> <p><b>In arguing that events in Scotland were the most important reason:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of the Bishops' War.</li> <li>• <b>Answers might consider</b> the impact of the new Prayer Book in Scotland.</li> <li>• <b>Answers might consider</b> that Charles was unable to raise money to fight the Scots without recalling Parliament.</li> <li>• <b>Answers might consider</b> the strength of Scottish forces and weakness of the English.</li> <li>• <b>Answers might consider</b> the impact of the National Covenant in 1638.</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the importance of factors; but at Level 4, may simply list reasons/factors for the collapse of the Personal Rule.</li> <li>• At Level 5 and above there will be judgement as to the most important factor.</li> <li>• At higher levels candidates might establish criteria against which to judge importance.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |  |  | <p><b>In arguing that other factors aided the breakdown of Personal Rule:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the unpopularity of Charles' religious policies in England.</li> <li>• <b>Answers might consider</b> that the punishments of Prynne, Bastwick and Burton caused unrest.</li> <li>• <b>Answers might consider</b> Charles' declining financial position as revenue from Ship Money declined.</li> <li>• <b>Answers might consider</b> the impact of the Hampden case.</li> <li>• <b>Answers might consider</b> the impact of the policy of 'Thorough.'</li> <li>• <b>Answers might consider</b> the use made by the opposition of the Providence Island Company and meetings at the home of Lord Saye and Sele.</li> </ul> |      | <ul style="list-style-type: none"> <li>• Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.</li> </ul> <p><b>Responses should focus on the reasons for the breakdown and not just unpopularity of Personal Rule, however where answers link unpopularity to developments following the breakdown that can be credited at any level. Responses that focus solely on unpopularity should not be placed higher than Level 4</b></p> |

APPENDIX 1 – this contains a generic mark scheme grid

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>                                                                                                                                                                                                                                                                            |
|                                  | <b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>                                                                                                                                                                                                                                                                                                            |
| <b>Level 6</b><br>26–30<br>marks | The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.                                                                       |
| <b>Level 5</b><br>21–25<br>marks | The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.                                                  |
| <b>Level 4</b><br>16–20<br>marks | The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.                                                                                                           |
| <b>Level 3</b><br>11–15<br>marks | The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.                                                                                                                                                        |
| <b>Level 2</b><br>6–10<br>marks  | The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalized knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.                                                                                                                                                      |
| <b>Level 1</b><br>1–5<br>marks   | This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question. |
| 0 marks                          | No evidence of understanding or reference to the sources.                                                                                                                                                                                                                                                                                                                                                           |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>                                                                                                                                                               |
|                                  | <b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level 6</b><br>17–20<br>marks | There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.                            |
| <b>Level 5</b><br>13–16<br>marks | There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.                            |
| <b>Level 4</b><br>10–12<br>marks | The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.                                                           |
| <b>Level 3</b><br>7–9<br>marks   | The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.                                                                                                |
| <b>Level 2</b><br>4–6<br>marks   | The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.                                   |
| <b>Level 1</b><br>1–3<br>marks   | The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |
| 0 marks                          | No evidence of understanding and no demonstration of any relevant knowledge.                                                                                                                                                                                                                                                                                                                                                                                                  |

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