

Examiners' report

GCSE

HISTORY A (EXPLAINING THE MODERN WORLD)

**OCR Level 1/Level 2 GCSE (9-1) in History A
(Explaining the Modern World)**

J410

For first teaching in 2016

J410/01 Summer 2025 series

Contents

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

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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 1 series overview

This component saw a range of candidate responses to all questions: teachers and candidates are again to be congratulated for the thoroughness of their preparation for this comprehensive paper. Most candidates attempted to respond to all questions. The range and quality of most responses was impressive, and candidates showed a flexibility of application of their skills when analysing source material and interpretations. Again, this year candidates performed very well in the interpretations section. It was also notable how much knowledge and understanding students have of international relations to support this study, especially in responses to Questions 1 and 2.

Candidates are now handling historical sources far better than in the past and are clearly being exposed to a range of sources and questions in class to support their preparation and skill development.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• deployed examples, issues and events relevant to the time periods examined by the questions • managed their time effectively, balancing their answers proportionally to the mark allocations for each of the questions, enabling sufficient time for Questions 7 and 8 • showed good knowledge and understanding of historical interpretations • established clear explanatory links back to the issues in the questions (Question 2, Question 3, Question 4, Question 6 and Question 8) • evaluated the historical sources' usefulness and purpose using contextual knowledge, content or provenance (Question 7) • had a clear grasp of the key concepts required from study of the specification.	• displayed less secure historical knowledge • described and identified issues without explaining them fully or without linking back to the issue in the question. • left insufficient time to offer a fully developed response to Questions 7 and 8 • showed weak or confused knowledge and understanding of historical interpretations • used their own knowledge of events rather than historians' arguments to analyse the given interpretations • offered answers to Question 8 that were unbalanced, whether by looking at only one side of the argument or offering more generalised answers that lacked specifics on one side of the argument • made simplistic comments about the historical sources in part B rather than evaluating them clearly in a valid way (Question 7).

OCR support



You can find information on exam review webinars and other support events in **Training** on the horizontal menu within GCSE (9-1): History A on [Teach Cambridge](#).

Section A overview

In order to perform well on this International Relations period study candidates need to show understanding of the unfolding narrative of developments and issues between 1918 and 1975. This includes the clash of ideologies between the East and West, and how commentators and historians have viewed this and the policy of appeasement differently. These skills focus on Assessment Objectives 1, 2 and 4, showing knowledge, understanding and the ability to explain, as well as analysis and evaluation of historical interpretations.

As in the past, teachers and candidates are to be congratulated for the thoroughness of their preparation for this part of the course. The overwhelming majority of candidates attempted to answer all of the questions, and many wrote with excellent or very good knowledge and understanding. The range and quality of responses was impressive on all questions.

Question 1

International Relations: the changing international order 1918–1975

- 1 Outline how the terms of the Treaty of Versailles were intended to ensure future peace. **[5]**

This question targets AO1, where candidates use their knowledge and understanding to outline the key characteristics of the period, in this case, how the Treaty of Versailles was intended to keep the peace. As in previous years, this was generally a well-answered question with a range of responses across the spectrum.

Most candidates were able to identify some or many of the terms of the Treaty of Versailles and then develop this by explaining how one of more would keep the peace, reducing the threat to France or the wider European continent. If this was done quite simply, Level 2 would be achieved. If there was more knowledge and understanding, candidates achieved Level 3. Many responses focused on the military limitations of the treaty or its financial and territorial penalties which would weaken Germany to make war less possible. Some focused on the reparations and demilitarisation of the Rhineland which would placate France and make her less hostile. Others explained the peace keeping role of the League of Nations which provided a route to conflict resolution through arbitration and discussion.

Less developed responses awarded in Level 2 tended to identify a term of the Treaty very briefly and assert how it would keep the peace, rather than show good understanding of why that would work in the context of the war recently fought. Some candidates had very good knowledge of the terms of the treaty, but their outline of how it would keep the peace was not convincing, so they typically remained at the top of Level 2.

Exemplar 1

1		Treaty of Versailles was intended to ensure future peace by limiting the German army. The German army was limited to 100,000 troops and 6 ships to prevent potential invasions of countries by Germany ensuring peace for countries near Germany. Treaty of Versailles also force Germany to pay £6600 million in reparations. This crippled the German economic which made it difficult for Germany to rearm and reduces their industrial production making it hard for them to have funds to fund wars against surrounding countries ensuring peace.
---	--	--

This candidate achieved full marks for a very clear outline of some terms of the Treaty and how they were intended to keep the peace. The candidate identifies limitations to the German military and provides some support for Level 2: even if '6 ships' is simplistic, we understand they mean 6 battleships, and the figure for the army is correct. By the start of the fourth line this has been successfully developed to Level 3 with comments about these limitations prevent potential invasions by Germany so there is 'peace for countries near Germany'. This approach is then repeated for the reparations limitations to Germany so with Level 3 achieved twice there is no question of this being anything other than full marks.

Question 2

2 Explain why Cuba became a focus of tension between the USSR and the USA in the 1960s. **[10]**

This question focuses on AO1 and AO2, where candidates use their knowledge and understanding to explain, in this case, Cuba's role as a flashpoint in the Cold War.

It was a well-answered question and showed that candidates have engaged with the content of the course on the development of the Cold War. The majority were able to identify key areas of tension between the USSR and USA and how they related to the situation in Cuba. Responses at Level 3 and above were plentiful, especially in relation to the Bay of Pigs incident and the Cuban Missile Crisis. Most had a good if not excellent understanding of the chronology of events which influenced the development of this tension. Many candidates were able to take their description of these events to an explanation of how these events and/or changes in Cuban leadership caused increased tensions between USA and USSR and reach Levels 4 and 5. Candidates who reached these higher levels were able to draw connections with the increasing threat of nuclear missiles and the proximity of Cuba to key American cities, as well as develop the concept of brinkmanship in relation to the two superpowers. Some candidates took a longer-term view, and traced tensions back to Castro's overthrow of Batista that ignited US concerns, but many of these got 'lost' in the detail and did not make the connection to later USSR involvement which turned this into a key Cold War conflict between the superpowers.

Some candidates were unable to progress beyond Level 2 but were able to provide a more general description of the emerging communist ideology in Cuba or discuss the collapsing relationship between Cuba and USA, in a more general sense, during the 1960s.

There were few Level 1 responses, as most candidates were aware of the Cuban Missile Crisis or Bay of Pigs incident. In contrast the highest attaining candidates in this question were able to clearly contextualise the events occurring in Cuba with wider Cold War relationships, and the impact of these on growing tensions and political difficulties. Many had excellent knowledge and understanding.

Relate knowledge to concepts

This question asks candidates to focus on the concept of tension between the two armed camps. The candidates who were able to access higher levels were able to take their knowledge and relate it to this concept. In doing so, candidates should make it explicit that they are developing their previous, often descriptive points directly towards answering this element of the question. It is also essential that they are able to directly relate the content to the countries outlined, in this case the USA and USSR, rather than focusing on the story of US hostility to Cuba.

Exemplar 2

2.		Cuba became a focus of attention because of the new Communist leader Fidel Castro. He was a communist so he was backed by the USSR and this was a problem for the USA as they were extremely anti-communist and wanted no no threat of it taking over their politics. To try and stop this from happen The Soviets knew this and wanted an area near the USA where they could have influence so they began trade and businesses with Cuba. To try and stop this the USA set an operation called the "Bay of Pigs Invasion" where they would try and overthrow Castro using volunteers helped by the USA government.
----	--	---

		and military through supplying equipment. This
		opportunity failed but gave Castro a reason to
		ask the Soviets for more help and defense,
		which now meant Cuba was in between the
		Americans and Soviets wanting control over it to
		also gain territory and, for the Soviets, wanting
		an area of control near to the USA.
		Another reason there was a lot of focus
		on Cuba was that after the failed attempt
		to overthrow Castro, the USSR supplied
		Cuba with was going to supply Cuba with
		nuclear war heads. This caused the President
		Kennedy to send multiple letters to the Soviets
		who would be supplying the weapons and
		blockade the island to stop ships being able
		to deliver the weapons. This caused great
		tension between the two countries as with
		the USA holding the Soviets back there
		was a threat of a war between them and
		that the USSR may launch a missile
		at USA, starting a nuclear conflict, this
		exchange lasted 13 days and caused
		great panic and stress for not only the
		US but the world. Eventually a deal
		was made to prevent the tension
		becoming a nuclear war but both the
		USA and USSR was prepared for what might
		have happened had the tension from
		Cuba spilled over...

This candidate was able to identify two factors that lead to increased tension between USA and USSR during the 1960s and develop both of them to an explanation. In this case, the candidate develops the Bay of Pigs incident to develop an explanation of Soviet influence over land near the USA, and a second explanation relating to the Cuban Missile Crisis and the potential for nuclear conflict. The development of two explanations with detailed understanding allows the candidate to reach full marks: Level 5, 10 marks.

Question 3

3 Study Interpretation A.

Do you think this interpretation is a fair comment on Neville Chamberlain and his policies in the period 1937–1939?

Use other interpretations of the events of 1937–1939 and your knowledge to support your answer.

[25]

This question was answered well and candidates used their knowledge of events and other interpretations sensibly and effectively.

Most candidates began by offering a summary of the interpretation and its view, and then as their answer progressed, referred to specifics of the given interpretation to show a clear comparison with others they detailed. This is a good approach and makes it clear that they are evaluating the given interpretation with other views, rather than simply aligning the other historians and then telling us everything they know about them. Most candidates had no doubt that Trevor Roper was critical of Chamberlain's handling of Hitler as well as his personal deficiencies, for example limited intellect and blinkered approach to negotiation.

Most commonly candidates used the counter revisionist and popular political arguments in support of the fairness, or the popular majority and revisionist views to claim the view was unfair. By identifying correctly which other views would see Trevor Roper as fair or unfair they would achieve Level 3. To access the higher levels of Level 4 and Level 5, greater knowledge and explanation of the other views needed to be developed. Some responses showed very impressive knowledge of other interpretations and this led to very accomplished answers, comfortable achieving Level 5. Many had particularly strong knowledge of revisionist and Cato's arguments. Candidates are also showing more awareness of the need to be clear about which aspect of the given interpretation they see as fair or unfair, this strengthens their answer and makes clear the argument of their essay.

Fewer candidates based their answer on using their own knowledge of events to evaluate Interpretation A. Candidates have a good understanding that the best way to evaluate a historian's argument is using other historians' comments. It is this which opens the highest two levels in the mark scheme.

Some candidates struggled to achieve above Level 3 because they tried to use the orthodox view. This was because there was less scope to develop a detailed comparison with Trevor Roper's view. We strongly advise careful selection of which other interpretations to focus on, rather than trying to include them all in a more cursory way. Equally, although some did it very well, focusing on some of the less obvious aspects of Interpretation A, such as Chamberlain 'not wanting to strengthen the alliance', could also lead candidates into a muddled approach and argument. It is far safer to stick to more obvious lines of argument, in this case, Chamberlain's 'limited intelligence' 'arrogance' and desire for 'personal diplomacy', and use these to compare to other views.

There are still a few candidates who spend time explaining why every group of historians they use think what they do, which does not gain them credit for this question, unless it leads them, as in the case of the revisionists or counter revisionists, to explain more about what their view is. It is only evaluation of the context of the given interpretation which is creditable. This is a fundamental difference between the approach needed to answer this question compared to Question 4.

Finally, some candidates spend such a lot of time linking backwards and forwards between the given interpretation and each aspect of the other interpretations they offer, that not only is their answer confusing, but there is limited knowledge demonstrated of other views. Such complex linking is not necessary and indeed may depress the levels achieved.

Question 4

4 Study Interpretation B.

Explain why **not** all historians and commentators have agreed with this interpretation.

Use other interpretations and your knowledge to support your answer.

[20]

() Spelling, punctuation and grammar and the use of specialist terminology

[5]

This question was answered well. Candidates had a good understanding of the interpretations of the reasons for the Cold War, and many were able to outline key thinkers within each interpretation area. They could develop reasoning for why the interpretation developed, and the key historical context behind the thinkers in each area. As a result, most candidates were able to reach Level 3 or above: they could identify and explain the basis of at least one historical interpretation in direct comparison with the argument put forward in Interpretation B.

Interpretation B is a post-revisionist standpoint outlining the shared responsibility for the outbreak of the Cold War, which most of the candidates were able to identify. Most candidates went on to develop that Orthodox historians (such as Feis, Bailey and Kennan) and Revisionist historians (such as Kolko, Appleman Williams and Gardner) would disagree with the interpretation and were able to identify and describe the key features of these historical viewpoints in relation to the content of the source. Most of these answers were able to develop these viewpoints with some relation to the historical context in which they were written, enabling them to reach at least Level 3.

Most candidates achieved Level 3 and Level 4 by offering detail about alternative viewpoints to that offered by the interpretation. Fewer were able to explain how their context would have impacted historians and commentators. It remains the case that, in considering the orthodox view, many candidates could place it at the time of the Red Scare and strong anti-Soviet feeling in the USA. However, this needed to be securely linked to how that would impact those individuals in forming their view, in order to move up the levels. Simply saying the Red Scare made them biased was not enough to merit explanation. Stronger responses focused on the role of Feis and Kennan in the US government, meaning their views could be an attempt to justify their decision making. Alternatively, candidates could have focused on the self-censorship that was happening, to prevent accusations of pro-Soviet views at a time of heightened fear of communism. Likewise, for the post-revisionists, identifying détente and the Helsinki agreements was a basis for argument. However, an explanation then needed to be made that this new mood of willingness to understand led historians to view the origins of the Cold War in this light, as a series of overreactions and misunderstandings of basic differences in ideology. For some candidates, the context seemed more of an afterthought.

The highest attaining responses were able to reach Level 5 by correctly identifying the post-revisionist standpoint as the one relating to the source and utilising aspects of the source to develop this. With development of their answer using historical context from the causes of the Cold War or from those events impacting on the historians the student referred to, candidates were able to rise quickly through the levels. With two or more interpretations considered, candidates could access Level 5 and many were successfully able to do so.

Those in Level 2 tended to have been able to identify and describe the basis of the differing historical interpretations without being able to develop accurate historical context of the causes of the Cold War or the impacts of historical events surrounding the historians considered. A few candidates at Level 2 were able to give some chronological understanding of the differing viewpoints, but not relating this to Interpretation B.

Far fewer candidates are now confusing the various groups of historians or talking generally in terms of 'some historians think that...', rather than specifying a time period, nationality, or group. This is essential to achieve above Level 1. Level 1 was awarded when candidates made an unsubstantiated historical judgement that did not refer to the interpretations that are associated with the source, or in opposing viewpoints.

Section B overview

In order to perform well on the non-British Depth Study, candidates need to display an understanding of the relationship between the people and the state and how key political, social, and economic developments affected the people. Candidates' learning is examined through questions asking for knowledge and understanding and ability to explain and analyse, as well as use and evaluation of historical sources. These skills focus on Assessment Objectives 1, 2 and 3.

As in previous years, centres had prepared their candidates very well for the exam. Marks were given across the entire mark range for all five questions, although especially at Levels 3 and above. The final essay question was answered well, with candidates showing excellent knowledge and mastery of their material, and very effective focus on the question.

Question 5

China 1950–1981: The People and the State

5 Describe **one** example of opposition to Deng Xiaoping between 1976 and 1981. [2]

This question was answered very well. Candidates needed to identify one example of opposition, and develop this with either detail or limited explanation. There were a number to choose from, but most candidates focused on the Democracy Wall or Wei Jingsheng's 'fifth modernisation'.

Alternatively, candidates could be rewarded for 2 separate examples of opposition. Most candidates achieved 2 marks.

Question 6

6 Explain why Mao used propaganda in China between 1966 and 1976. [10]

This question focuses on AO1 and AO2, where candidates use their knowledge and understanding to explain, in this case, why Mao used propaganda between 1966 and 1976. It was answered well, but similarly to last year when propaganda was addressed in Question 8, there is still evidence that some candidates have a sketchy knowledge of what propaganda was used for and what form it took in each period of the study.

To achieve Levels 4 and 5 candidates needed to focus on the reasons why propaganda was used, and explain them. Many focused on the role of propaganda in stimulating the Cultural Revolution, through encouraging destruction of the 'Four Olds'. The actions of the Red Guards were then developed as supporting explanation. Others focused on the use of propaganda to create a Cult of Personality and how that manifested itself in flooding the country with Mao's Little Red Book. This was then explained as Mao trying to rehabilitate himself following the failures of the Great Leap Forward, or needing to ensure loyalty to support the need for recruitment for any future war against the USA. Many chose a very straightforward route to achieving explanation, namely identifying a specific form of propaganda and then explaining how that would spread Maoist ideology and thought and why it needed to be done then.

Few candidates were able to explain the vilification of Mao's political enemies using propaganda, which enabled him to marginalise and punish them for their success. Some focused on the creation of revolutionary operas by Jiang Qing, but often these fell short of explanation of what they achieved.

As always, candidates who study this depth study understand how to construct an explanation, and knowledge and understanding is very secure. Few responses did not achieve Level 3.

Question 7 (a)

7

(a) Study **Source A**.

Why was this poster published by the Chinese government in the early 1980s?

[5]

This question focuses on AO3 analysis, evaluation, and use of historical sources.

The poster clearly refers to the One Child Policy, and most candidates were able to identify this. Many could then support this with reference to the context of Deng's introduction of the policy in the light of worries about population growth impacting industrial developments. Others supported it by explaining relevant contextual knowledge about bonuses and other advantages alluded to in the poster, which incentivised the policy. With this support from contextual knowledge or direct use of what could be seen in the poster, it was unusual for candidates not to achieve Level 3.

Candidates who achieved within Level 2 tended to be those whose responses did not address the purpose of the source, instead focusing on what Deng was trying to 'show', thus missing the idea that a poster like this will have been produced with an intended impact.

Assessment for learning



Candidates need to be familiar with the different styles of prompt: reliability, usefulness, message or, as in this case, purpose. Practice will help candidates correctly interpret which approach to take when faced with the sources in the examination and help them use their knowledge and skills to the best advantage.

Question 7 (b)

(b) Study **Source B**.

How reliable is this source as evidence about the Chinese economy between 1976 and 1981? [5]

This question focuses on AO3 analysis, evaluation, and use of historical sources.

The question presented candidates with a written source about the successes of Deng's early economic reforms and his steady guidance of the economy to repair the damages of the Cultural Revolution period. The focus was reliability, and the introduction of the source made clear that the audience of this source was restricted to CCP members.

Many responses reached Level 3 by reaching a judgement using contextual knowledge, or evaluating by discussing the purpose of the source, which invariably also involved use of contextual knowledge. Many assessed the reliability positively, by comparing the claims about economic growth against statistics they knew, or by explaining what enabled the industrial, scientific and technological advances the source boasts of. To achieve Level 3 rather than Level 2, this needed to be done in a detailed way, rather than simply asserting something they knew which backed up what the source claimed.

Some also explored the purpose of the source in order to evaluate it, referring to the comments about 'repairing the damage of the Cultural Revolution' and how Deng was likely still trying to win over dissenters in the Party as it was still relatively early in his leadership and Maoist thinking ran deep in the Party.

Responses in Level 2 tended to have more limited contextual knowledge with which to evaluate the source. They became caught up in the complexities of provenance and the breadth of the audience of the source, which limited the development and validity of their answer. However, many of these achieved at the top of Level 2.

Few responses remained in Level 1, as most displayed knowledge about Deng's reforms which could challenge or support the claims in the source. Most candidates understood that this, rather than generalised comments about provenance, is the way to evaluate a source's reliability.

Exemplar 3

	b	Source B is stated by members of ^{the communist} Marxist party who have been indoctrinated with communist ideologies and ordered to implement these beliefs into society to perhaps influence Chinese people to maintain high morale after the cultural revolution, and promote Deng's modernisations. This source does reflect the accurate improvements of Deng's leadership in China and reflects the successes of the economy and the implementation of SEZs and the open door policy, however B is unreliable as it is propaganda implemented by his party and although may reflect some truth about
7	b	(Continued) the prospering of the Chinese economy, is ultimately utilised by Deng to boost the effort of Chinese people, and is propaganda directly sourced ^{from} but the government central committee of the CCP.

This response adopts one of the most sophisticated approaches seen and clearly illustrates the use of contextual knowledge to validate the content as reliable. Alongside this there is a developed evaluation of the purpose of publication and its audience to assess reliability. The candidate links directly to the source as it evaluates, has a clear focus on the issue in the question 'the Chinese economy', and makes valid and astute comments. This is a first class evaluation with full marks.

Question 8*

8* 'Between 1950 and 1965, Mao's policies were a disaster for the Chinese people.'

How far do you agree?

[18]

This question focuses on AO1 and AO2 and requires candidates to use their historical knowledge and understanding to write an extended answer (an essay) in response to a statement prompt. The essay should include at least three explained examples covering both sides of the argument.

This question was answered very well. The knowledge area was broad, and enabled candidates to construct an answer focused on social, economic and/or political policies, with the overarching statement about the 'disastrous' nature of these policies helping. Most chose to focus on the positive impacts of social developments on women, the first Five Year Plan's achievements, and the winners from land redistribution and landlord persecution. The most common negative impacts chosen included the failures of the Great Leap Forward and its component parts which led to tragic loss of life, the Hundred Flowers Movement, the anti-Rightist campaigns and the early purges. With valid supporting knowledge about each, and some assessment of how this represented a success or failure for individuals or the entire community, many candidates achieved Level 5.

Technique is the main reason some responses did not achieve above a Level 3. Responses were unfocused, and produced a list of positives or negatives from the same period. There was a lack of development of any one point to an explanation of disaster or success for the people. It is better to choose one example of a policy, offer contextual support for that one, and then explain how that could be seen as a disaster or not.

Equally, revisiting the question at the end of a paragraph is not a guarantee that explanation has been achieved: the content must be dealt with in a way which shows negativity/disaster or positivity/success. This is particularly the case for these list approach type paragraphs.

However, candidates generally responded very well to this question and secured high marks.

Supporting you

Teach Cambridge

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

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

Reviews of marking

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

Access to Scripts

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 the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

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

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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](#).

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.