

GCSE

History A Explaining the Modern World

J410/08: Migration to Britain c.1000 to c. 2010

General Certificate of Secondary Education

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:
 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

<i>Stamp</i>	<i>Description</i>
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5
	Noted but no credit given
	Not answered question
	Incorrect/muddled/unclear
	Part of the response which is rewardable (at one of the levels on the MS)
	Tick

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

1. Describe **two** examples of individual migrants who had an impact on Britain between 1700 and 1900. [4]

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	One mark for identifying each individual. A second mark can be awarded for supporting detail. All content is indicative only and any other correct examples should also be credited.

	Indicative content	Marks
Points marking Maximum of 1 mark overall for one or more general points e.g. <i>they joined political movements, helped in the struggle for people's rights, helped diversify/improve the economy.</i>	<i>Karl Marx [1] had an impact on working class movements, he wrote many political books which formed the ideas of communism [2].</i> <i>Feargus O'Connor [1] helped to develop Chartism as a key leader in the movement [2].</i> <i>William Davison [1] was one of the Cato Street Conspirators who planned to assassinate the Prime Minister [2].</i>	4

Group*	Person List not exhaustive	Indicator of Detail
Jewish people	Michael Marks Nathanial M Rothschild	Marks of Marks & Spencer Set up bank
African or Caribbean OR migrants working for the cause of black people	Charlotte Gardiner Dido Elizabeth Lindsay Ellen (& William) Craft Frederick Douglass Ignatius Sancho Ira Aldridge James Somerset Mary Prince Olaudah Equiano Ottobah Cugoana Peter McLagan Robert Wedderburn Sarah Forbes Bonetta Sambo William Davidson	Gordon Riots aka Belle. Demonstrated how black people needed protection from slavery in GB Helped anti-slavery cause. Ellen also an example for women's rights Helped anti-slavery cause Helped anti-slavery cause Actor Case proved slavery illegal in England Autobiography helped anti-slavery cause Helped anti-slavery cause Helped anti-slavery cause aka John Stuart Elected MP Spence Society member Brought African culture to Victoria's court Brought the plight of slaves to the attention of British people at the time and since Spence Society member
Indian	Cornelia Sorabji Dadabhai Naoroji Maharajah Duleep Singh Mancherjee Bhownagree Mohammed Abdul Karim Sheik Din Muhammad Prince Ranjitsinhji	1 st woman to study law at Oxford Elected as MP Supported Strangers' Home for Lascars Elected as MP Taught Queen Victoria about India and its culture Opened first 'curry house' in 1810. Much loved cricketer, captain of the club & served as important role model
Irish	Feargus O'Connor George Bernard Shaw James O'Brien Oscar Wilde Thomas Barnardo T P 'Tay Pay' O'Connor William Murphy	Chartist Playwright, Chartist Playwright, author Set up children's home and charity Only MP to be elected as an Irish Nationalist in an English constituency (Liverpool) served from 1885 until his death in 1929 Started Murphy Riots in 1867 against Irish Catholics in Birmingham, ardent Protestant speaker
Other	Carlo Gatti Carolina & Carolo Tiani Frederick Engels Gustav Wolff Hugo Hirst	Famous ice cream vendor Famous ice cream vendors in Manchester, created catchphrase of the time Political philosophy/author Helped found Harland-Wolff shipyard, built <i>Titanic</i> Set up an electrical company General Electric (but not the famous one, that is American)

	Johanne Ellermann Johann Schweppe Karl Marx Ludwig Mond Paul Reuter Sarah Parker Remond	Set up a shipping firm Moved to London to develop his carbonated water company, initially Malvern Water Political philosophy/author – also August Willich & Karl Schapper, part of Communist League Set up a chemical company (with a Brit) that became ICI Developed telegraph communications and it grew into Reuter's News Agency Women's rights campaigner & human rights/anti-slavery
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*For ease of use, not because it is required for the question

2. Explain why some migrant groups settled successfully into life in England between c.1000 and 1500.

[8]

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 - Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically explain two or more reasons e.g. <i>One migrant group who settled into life in England at this time were the Normans because they came as conquerors. William I brought many Normans with him and enabled them to settle successfully as the feudal system gave them status and land and the building of castles stamped their authority on local areas.</i> <i>Another group who were successful settling into life were Italian bankers from Lombardy because they brought economic benefits. After the Church agreed that Christians could charge interest on loans, some Italians came to London and made a lot of money. Their wealth enabled them to settle and live successfully.</i>	7–8
Level 3 - Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically explain one reason e.g. <i>Flemish weavers were successful settling in England because they brought skills that improved England's economy. They helped to generate wealth by creating a cloth making industry that became important to English trade. This shows they settled well into life in England because even when Henry III expelled all foreigners from England he granted an exception to weavers, so they were clearly well regarded at the time.</i>	5–6

Levels	Indicative content	Marks
Level 2 - Response demonstrates some knowledge and understanding that is relevant to the question. - This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically identify and/or describe at least one reason but fail to explain it/them properly e.g. <i>Jews settled successfully into life in Britain lending money.</i> <i>Gascons came as wine merchants fleeing French invasion.</i> <i>German merchants in the Hanseatic League lived in the Steelyard, in London.</i> <i>Some migrants came as part of a royal household on marriage like John Blanke who probably came with Catherine of Aragon</i> <i>Icelandic slaves settled well after their forced migration.</i>	3–4
Level 1 - Response demonstrates basic knowledge that is relevant to the topic of the question. - There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain description of events linked to migrant groups who settled successfully into life in Britain, or unspecified points e.g. <i>Some migrants settled in well because they were accepted by the people.</i> <i>Some migrants became wealthy.</i> NB: Answers at this level are unlikely to identify a specific valid migrant group.	1–2
Level 0 No response or no response worthy of credit.	Misreads question and explains groups that did not settle well.	0

3. How significant was the Second World War for migration to Britain?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 - The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question. - This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically assess the significance of the Second World War for migration to Britain, making at least one explained point e.g. <i>The Second World War was important for migration because it created changed who was invited to come. Previously people encouraged to migrate had specialist skills like money lending but this time unskilled people could come. The government knew there were many people in the Empire who were unskilled and living in places with poor economies. This meant they would come and fill gaps, wherever they were. They needed people who would come and take the job available, like builder or nurse, not the job they were already trained to do. This was a significant change because of the number of people it affected, the widespread nature of it, because so many more people were invited to Britain and so many more people in Britain were aware of their arrival.</i> <i>The aftermath of the War was a turning point in terms of the numbers of migrants as well of the nature of this migration. Before the War, migrant groups had arrived more gradually in relatively small groups and usually from Europe. However, the demand for labour after 1945 saw the beginning of migration on a much larger scale from the Commonwealth. This was a turning point because the migration appeared more obvious to British people and, therefore, many more found it threatening. Political parties were set up as a result, narrowing the aims from previous right wing parties to focus on opposing immigration.</i> NB: Two explanations: 13-14 marks; one explanation: 11-12 marks. NB: Alternatively, candidates may assess why example given is of limited significance.	11–14

Levels	Indicative content	Marks
Level 3 - The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question. - This is supported by accurate knowledge and understanding that is relevant to the question.	Level 3 answers will typically explain one or more examples of change as a result of the Second World War e.g. <i>One way the Second World War changed migration to Britain was the arrival of large groups of migrants fleeing political persecution. Before this large scale migrations were due to religious persecution, for economic reasons or escaping the effects of war. The Poles were not just fleeing war but the forces of fascism and communism. This made it different because they were fleeing a totalitarian state that didn't change after the War, Poland was still communist, so they were encouraged to stay because even when war ended the political problems were still there.</i> NB: Two or more changes explained 9-10 marks; One change explained 7-8 marks.	7–10
Level 2 - The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question. - This is supported by some knowledge and understanding that is mostly relevant to the question.	Level 2 answers will typically identify changes or significance but not explain them e.g. <i>The War led to encouraging faster integration, like the dispersal of the Kindertransport children to people's homes not separate areas in towns and cities. Although this was before the outbreak it was after preparation had started eg gas masks started being distributed months before.</i> <i>The War gave migrants the opportunity to contribute to a national crisis, like the war effort, fighting in large number in the forces.</i> <i>The damage was unprecedented, it led to a big increase in migration to help rebuild and recover.</i> NB: Identification of significance without sufficient development for Level 4 should be awarded 6 marks NB: Award higher marks in the level for more examples.	4–6
Level 1 - The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question. - The response includes limited basic knowledge that is relevant to the topic of the question.	Level 1 answers will typically contain general points or description, e.g. <i>In a war there are always refugees who move to other countries for safety.</i>	1–3
Level 0 No response or no response worthy of credit.		0

4. 'Between c.1000 and 1750, the main reason migrants came to Britain was to escape persecution.' How far do you agree?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. - This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question. <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Level 5 answers will typically explain at least three examples; BOTH a balanced argument and coverage of both periods are required e.g. <i>I don't agree because some migrants were forced to come to Britain. During the 17th century it was fashionable to have African or Asian child servants. These children had no choice but to migrate and stay in Britain because often they were sold to British people.</i> <i>A group that migrated through choice was the Jews in the Medieval times. They came because William the Conqueror invited them to come. He wanted them to lend him money to build castles and cathedrals as well as help with administration tasks. Jews could lend money and were often literate so they came because they were invited to help the king.</i> <i>There was a time when Jewish people came because of persecution. During Cromwell's time he was persuaded to allow Jews back into Britain to escape massacres in Ukraine and he invited them to return. They came to Britain because it offered safe haven.</i> <i>Most migrants didn't come because of persecution. Most migrants have other reasons for coming, usually more positive, to take advantage of Britain's strong economy that started with the wool trade and continued with its growth to having an empire and trade across the world.</i> NB: 21-23 marks for four explained examples (2-2 or 3-1) 19-21 marks for three explained examples (2-1 or 1-2) Add an additional mark for a clinching argument.	19–24

Levels	Indicative content	Marks
Level 4 - The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. - This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	Level 4 answers typically explain at least two examples; EITHER a balanced argument from one period OR balanced/unbalanced argument covering both periods. <i>I agree with the statement. In the Early Modern period, religious persecution led to other migrants coming to Britain. Huguenots in France and Walloons in northern Europe were Protestants who were facing violence and attempts to force them to convert to Catholicism. They came to Britain as it was a Protestant country to be free from persecution.</i> <i>On the other hand, there were other reasons for migrants coming to Britain. Some migrants came because of conquest. The Normans arrived in England because William Duke of Normandy believed he was the rightful king and invaded. This meant a large number of Normans came to England to take land as reward for their service. They came as a choice.</i> <i>The main reason people came was because of persecution because that encouraged larger numbers of people to come. The number of Normans that came, through choice, was much smaller than the number of people fleeing for their lives from religious persecution, because they were Protestant, as that caused huge shifts of people.</i> 15 marks is the default for two explained examples; award extra marks for development. Add an additional mark for a clinching argument.	14–18
Level 3 - The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question. - This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question. - There is a line of reasoning presented which is mostly relevant and which has some structure.	Level 3 answers will typically either agree or disagree with the statement by explaining one (or more) example(s) from one period e.g. <i>I agree with the statement. Many migrants in the Middle Ages came because war had led to them being persecuted for being on the losing side. Dutch and Flemish weavers came to England in the Middle Ages because they had been driven from their homes because of war. These migrants came to Britain because they wanted peace and security and Britain offered those things at that time.</i> NB: 11-13 marks for two or more explanations 10-12 marks for one explanation	10–13

Levels	Indicative content	Marks
Level 2 - The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set. - This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Level 2 answers will typically identify or describe examples of persecution or other factors e.g. <i>Gascons migrated to avoid persecution when the French invaded.</i> <i>Some migrants came with rich people, as their servants like Ayahs.</i> <i>Jews came in the late 1000s because of persecution in France and northern Europe.</i> <i>Jews came during Cromwell's rule to escape pogroms.</i> <i>German Palatines came because they were poor farmers suffering famine.</i> <i>The Flemish and Dutch weavers came with their weaving skills</i> <i>Hanseatic merchants came to trade.</i> <i>Some Black Africans known as Moors came after an unsuccessful rebellion in Spain.</i> <i>Italian bankers came to England because of business opportunities.</i> <i>Some Icelandic people, usually children, came as slaves.</i> <i>Lascars worked for a British company, the East Africa Company.</i> <i>It was fashionable to have African or Asian servants.</i> NB: Award higher marks in the level for more examples.	6–9

Level 1 • The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these are apparent. • There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question. • The information is communicated in a basic/unstructured way.	Level 1 answers will typically demonstrate simple knowledge or make assertions, e.g. <i>Most migrants came because there was a war in their country.</i> <i>I think migrants came to Britain because they thought they would be better off than where they were.</i> <i>Migrants came to Britain because they were having lots of trouble where they were living.</i> <i>Migrants came because they were the wrong religion in their country.</i>	1–5
Level 0 No response or no response worthy of credit.		0

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