

GCSE

History A Explaining the Modern World

J410/09: Power: Monarchy and Democracy in Britain c.1000 to 2014

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

Stamp	Ref No.	Annotation Name	Description
	311	L 1	Level 1
	321	L 2	Level 2
	331	L 3	Level 3
	341	L 4	Level 4
	441	L 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	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 the increased role of the state during the period after the Second World War (1945 – c.1980). [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 increasing role. A second mark can be awarded for supporting detail. All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
Points marking. Maximum of 1 mark overall for one or more general points e.g. 'the government had more control over the lives of the people'.	• National Health Service [1] brought in free health care for all British people [2] • House building [1] as the government promised to help people by building 1 million houses for them by 1950 [2] • Nationalisation of industries [1] because the government took control of industries like the railways [2] which had previously been run by private companies. Other valid material includes the improvement of state education and the introduction of comprehensive schools, National Service (not references to 'conscription'), the welfare state (such as the National Insurance Act of 1946) and the 'post-war consensus'.	4

2. Explain why Richard II was deposed in 1399.

[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 reason why Richard II was deposed was because of the breakdown in the relationship with his barons. He had fallen out with powerful barons such as Arundel, Gloucester and Warwick and had been forced to accept some of their demands in the 1380s. This had upset Richard, who then spent the next few years taking back control. He arrested the leading nobles. Arundel was executed, Warwick was sent to prison and Gloucester was murdered. This meant that many of the powerful barons feared for their positions and were willing to support another king, leading to his deposition.</i> <i>Another reason why Richard was deposed was the impact of Henry Bolingbroke. He was a member of the Lancaster family and was a descendant of Edward III. Many people believed he would be a better king than Richard. He had been exiled by Richard, who had also confiscated his wealth. With his main rivals out of the way, Richard felt safe enough to take his army to Ireland. While he was there, Bolingbroke returned to England and raised an army with the support of other nobles. When Richard returned, he was defeated by Bolingbroke and surrendered. Richard abdicated and allowed Henry to become King.</i>	7–8

Levels	Indicative content	Marks
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>Richard II was deposed because of the part played by Bolingbroke. As a member of the Lancaster family, he was descended from Edward III and claimed that he would be a better king than Richard. Richard exiled Bolingbroke and thought that the threat was over. However, when Richard was in Ireland, Bolingbroke returned and raised an army, with the support of other nobles. This army defeated Richard and he was forced to surrender. Bolingbroke claimed that Richard was unfit to rule and used his link to his family's royal heritage to force Richard to abdicate.</i>	5–6
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>Richard II was deposed because he fell out with the barons and his people. There was a revolt against him by the peasants in 1381, which was led by Wat Tyler (Level 2, 3 marks) and nobles such as Bolingbroke thought that Richard was not a good king, so planned to remove him from the throne (Level 2, 4 marks).</i> OR <i>Richard was deposed because he treated his nobles harshly and they turned on him and forced him to give up the throne.</i> OR <i>Richard was deposed because he left the country to go to Ireland and while he was there Bolingbroke started a rebellion against him.</i> OR <i>Richard II was deposed because he challenged the power of powerful barons, for example by appointing de la Pole as Chancellor.</i> OR <i>Richard II was deposed because of a period of tyranny where he executed some of the Lords Appellant.</i>	3–4

Levels	Indicative content	Marks
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 Richard II being deposed, or unspecified points e.g. <i>Richard caused many problems during his reign and many people were angry with him. They removed him as king in 1399 (problems not specified).</i> <i>OR</i> <i>Richard raised taxes (not in the context of his reign or deposition)</i>	1–2
Level 0 No response or no response worthy of credit.		0

3. How significant was the power of monarchs between c.1000 and the death of King John in 1216?

[14]

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 power of monarchs between c.1000 and the death of King John in 1216, making at least one explained point e.g. <i>The reign of William I shows that monarchs could hold very significant power if they could place supporters in positions of power and keep them loyal. Although William faced rebellions, he held significant power as he had the ability to distribute land. By giving land to his supporters he secured their loyalty, and when these supporters subdivided their land in a feudal system, the King won even more loyalty. This loyalty enabled William to crush resistance in the north and east. The feudal system developed by medieval monarchs was significant as it became key to the way English kings ruled the country for hundreds of years, since they became reliant on senior nobles to keep order in England's regions.</i> <i>King John proves that monarchs did not always have significant power. John failed to adopt the 'give and take' approach of previous kings which meant that he came into conflict with the barons over issues such as the war against France, taxes and baronial rights. Although John's reign appears to show him having significant power, as he made decisions without consulting the barons and charged them a lot of money to inherit and marry, in reality it shows how monarchs were restricted by the power of the barons. The barons rebelled against John and limited his power by forcing him to sign Magna Carta. This meant that the power of monarchs became less significant as it set a new precedent that the monarch was subject to the law. For centuries afterwards the document was used as a way to hold kings to account.</i> [Note: candidates may approach this by focusing on the powers of a specific monarch in this period, or could adopt a thematic approach, for example considering the relationship between monarchs and the Church, or the barons.]	11–14

Levels	Indicative content	Marks
	NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why example given is of limited significance.	
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 the power of monarchs or how those powers changed e.g. <i>William I developed the feudal system, a system that increased his power after the invasion. William distributed land to the barons and, in return, they swore loyalty to him and provided him with fighting men to build and guard castles, and crush resistance. This was an important change in the power of monarchs as they had greater control over their kingdom.</i> <i>King John's power declined during his reign because he fell out with the barons over tax and inheritance rules. These arguments eventually led to the Baron's War, a rebellion that spread and which John couldn't control. John was forced to sign Magna Carta which limited his power as it stated that the King was not allowed to 'sell justice' and had to respect the law.</i> [Note: For an explanation of the power of monarchs – rather than how those powers changed – candidates should make an assessment of the impact of that power. A description of powers without such an assessment is credited in Level 2.] NB: Two changes/powers explained 9-10 marks; One change/power 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 powers/changes but not explain them, e.g. <i>William I gained a lot of power through distributing land to barons as he developed his feudal system.</i> <i>Henry II introduced Common Law and expanded the royal courts.</i> <i>The power of monarchs declined when they came into conflict with the Church, for example when England was placed under an interdict during John's reign.</i>	4–6

Levels	Indicative content	Marks
	NB: For candidates who identify a power/change and make a valid comment about the significance without development award 6 marks. NB: Award higher marks in the level for more examples.	
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 of events, e.g. <i>Monarchs gave land to their barons.</i> <i>John went back on Magna Carta.</i> <i>Kings were chosen by the Witan.</i> <i>Kings were chosen by God.</i>	1–3
Level 0 No response or no response worthy of credit.		0

4. 'Between 1485 and 2014, very few people could influence how the country was run.' How far do you agree?

[24]

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. - There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	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 agree with the statement that very few people could influence how the country was run for several reasons. In the early modern period, it was clear that the country was still firmly under the control of the monarchy. An example of this would be in the reign of Elizabeth I. She had some of the most important members of the nobility in her Privy Council and relied on them for advice, but she rarely consulted with the wider aristocracy, never mind the wider population. In the 44 years of her reign, she met with Parliament only 18 times, showing that they had limited power and influence on decision-making and control during this period. And even then, Parliament did not represent the views of the vast majority of English people.</i> <i>Furthermore, between the years 1629 to 1640, Charles I was able to rule the country without a Parliament. This meant that he did not even need the nobles and aristocracy to help him to run the country, never mind the ordinary people. He was able to collect taxes, he was able to appoint his own ministers, he was able to make religious changes and he was able to go to war with France. This is evidence that a strong monarch could rule on his own without being influenced by many others except his closest advisors.</i> <i>Another example of very few people controlling the country can be seen during the modern era. In the early 1800s and with the growth of industrial towns and cities, more working men campaigned for a say in how the country was run, including gaining the right to vote. One group, the Radicals, believed that all men should have the right to vote. The</i>	19–24

Levels	Indicative content	Marks
	<i>aristocratic leaders in Parliament were concerned by such groups and took action to prevent the spread of their ideas. Meetings were restricted, newspapers were taxed, meaning that working men could not afford them and could not read radical ideas, and arrests of Radicals was common. This severely limited the popularity of these groups and means that the nobles, aristocrats and monarchy retained their control of the country.</i> <i>However, when looking later in the modern era, it is clear that the control of the country, when looking at political power, had shifted away from the nobles, aristocracy and monarchy. After World War One, some women in the country were given the right to vote (over the age of 30 and property-owning) and all men over the age of 21. This was seen as a reward for work done during the war. It saw a massive increase in the electorate and meant that, by 1945, governments were now elected by the general population, rather than a small percentage of the nation, which had been the case a century before. This meant that greater representation of the working- and middle-classes was seen in the political nation, giving those people greater influence.</i> <i>In conclusion, while it is clear to see that the monarchy, nobles and aristocracy had considerable power and influence in the period up to the early nineteenth century, the Reform Act of 1832 was a turning point. After this, their influence waned in favour of the general population, with an increasing electorate that came to include people from all areas of society.</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.	
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	Level 4 answers will 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 because between the years 1629 to 1640, Charles I was able to rule the country without a Parliament. This meant that he did not even need the nobles and aristocracy to help him to run the country, never mind the ordinary people. He was able to collect taxes, he was able to appoint his own ministers, he was able to make religious changes and he was able to go to war with France. This is evidence that a strong monarch could rule on his own without being influenced by many others except his closest advisors.</i>	14–18

Levels	Indicative content	Marks
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>	<i>However, when looking at the 1900s, it is also clear that now a greater number of people could influence how the country was run. After World War One, all men over 21 and some women were given the right to vote in general elections. This meant that the control of the country would no longer be dominated by those from the upper-classes. Political parties, like the Labour Party, would be more representative of the working-class and working-class people were elected as MPs. The radical changes brought about after World War Two and the Labour Government (for example, nationalisation of industry and the creation of the NHS) showed that the working-classes could have much more of a say in the running and direction of the country.</i> 15 marks is the default for two explained examples; award extra marks for development. Add an additional mark for a clinching argument.	
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. • <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	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 that very few people could influence how the country was run for several reasons. In the early modern period, it was clear that the country was still firmly under the control of the monarchy. An example of this would be in the reign of Elizabeth I. She had some of the most important members of the nobility in her Privy Council and relied on them for advice, but she rarely consulted with the wider aristocracy, never mind the wider population. In the 44 years of her reign, she met with Parliament only 18 times, showing that they had limited power and influence on decision-making and control during this period. And even then, Parliament did not represent the views of the vast majority of English people.</i> NB: 11-13 marks for two or more explanations 10-12 marks for one explanation	10–13
Level 2 • The response has an explanation about the historical events and periods, which uses relevant second	Level 2 answers will typically identify and/or describe examples related to whether only very few people could influence how the country was run e.g.	6–9

Levels	Indicative content	Marks
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>	<i>Elizabeth I had some of the most important members of the nobility in her Privy Council and relied on them for advice, but she rarely consulted with the wider aristocracy, never mind the wider population.</i> OR <i>The monarchy and nobility controlled the country at the start of the 1800s. They were able to prevent rebels like the Radicals from spreading their ideas about all men gaining the right to vote, which meant that they maintained control of Parliament.</i> OR <i>The aristocracy lost the control they had in this country. By the middle of the 1900s, all men and women had gained the right to vote. There had been a Labour government elected in 1945 which showed that power was no longer in the hands of the nobles.</i> NB: Award higher marks in the level for more examples.	
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 is apparent in the answer. - There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question. <i>The information is communicated in a basic/unstructured way.</i>	Level 1 answers will typically demonstrate simple knowledge or make assertions e.g. <i>I think the monarchs, nobles and aristocracy have gradually lost their power.</i> <i>The nobles and aristocracy managed to keep their control of the country for a long time and prevented other groups from taking control.</i>	1–5
Level 0 No response or no response worthy of credit.		0

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