



Oxford Cambridge and RSA

**GCE**

**History A**

**Y318/01: Russia and its rulers 1855-1964**

A Level

**Mark Scheme for June 2023**

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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  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**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 scoris 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 or the scoris messaging system, or by email.
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 a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **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.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

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

## 11. Annotations

| Annotation  | Meaning of annotation  |
|---|--|
| <b>BP</b>   | Blank Page   |
|   | Highlight  |
| Off-page comment  |  |
| <b>A</b>  | Assertion  |
| <b>AN</b>   | Analysis   |
| <b>EVAL</b>   | Evaluation   |
| <b>EXP</b>  | Explanation  |
| <b>F</b>  | Factor   |
| <b>ILL</b>  | Illustrates/Describes  |
| <b>IRRL</b>   | Irrelevant, a significant amount of material that does not answer the question |
| <b>J</b>  | Judgement  |
| <b>KU</b>   | Knowledge and understanding  |
| <b>P</b>  | Provenance   |
| <b>SC</b>   | Simple comment   |
|  | Unclear  |
| <b>V</b>  | View   |
| <b>S</b>  | Synthesis  |
| <b>C</b>  | Continuity/Change  |

## 12. Subject Specific Marking Instructions

| Question | Answer   | Mark | Guidance  |
|----------|--|------|---|
| 1*       | <p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the domestic effects of the Crimean War.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b> answers might argue that Interpretation A presents the effects of the defeat primarily in terms of military problems and reforms. Answers could argue that it presents Alexander as a leader who was responding to the problems caused by the crisis, rather than as a committed reformer.</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation A is valid as military changes were a significant effect of the Crimean defeat, with Alexander II carrying out substantial reforms to the institution of the army, (e.g. reducing length of service).</li> <li>• <b>Answers might argue</b> that Interpretation A is valid as it presents changes to serfdom as a ‘spectacular social reform’ which was the result of the military crisis, since it was both unprecedented and a response to the changing state of recruitment.</li> <li>• <b>Answers might argue</b> that Interpretation A is valid as it presents Alexander as reacting to pressure from the defeat, since the reforms were only enacted following the evident demonstration of the need for a more modern military.</li> </ul> | 30   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation A is invalid in focusing on the military effects and presenting Alexander as a ‘dutiful ruler’ because the reforms were much wider than necessary and included social and legal changes.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate, answers might argue</b> that Interpretation B presents the effects of the defeat as being a wide-ranging series of reforms passed by an enthusiastic reformer. Answers could also argue that the interpretation presents the reforms as a short-lived period of Alexander’s reign, and that an unintended consequence of reforms was a growth of government opposition.</p> <p><b>In evaluating Interpretation B,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation B is valid as it shows that Alexander revealed a willingness to pass reforms that were wider than necessary due to the war, including reforms to law courts.</li> <li>• <b>Answers might argue</b> that Interpretation B is valid as it considers the fundamental nature of change which was passed due to concern for the people, since it included unprecedented reform in the media and education.</li> <li>• <b>Answers might argue</b> that Interpretation B is valid as it identifies the loss of momentum for reform in the 1860s as Alexander became reactionary (although this could be qualified as most existing reforms were not reversed).</li> <li>• <b>Answers might argue</b> that Interpretation B is valid as it identifies the relaxation of central</li> </ul> |  |  |
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|  |  | <p>control, although this was limited and short-lived once nationalism developed in areas like Poland.</p> <ul style="list-style-type: none"><li>• <b>Answers might argue</b> that Interpretation B is invalid as it emphasises the degree of ‘deep concern’ Alexander felt for the people, whilst identifying limitations to the reforms, such as the problems caused by the Emancipation Act.</li></ul> |  |  |
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| Question | Answer  | Mark | Guidance   |
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| 2*       | <p><b>‘Stalin made greater changes to limitations on personal, political and religious freedoms than any other Russian ruler.’ How far do you agree with this view of the period from 1855 to 1964?</b></p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that Stalin’s policies introduced significant restrictions on personal, political and religious freedoms, especially in the 1930s.</li> <li>• <b>Answers might consider</b> Stalin introducing the 1936 New Constitution to give the impression of political choice whilst retaining absolute control.</li> <li>• <b>Answers might consider</b> Stalin’s use of the police state and state-endorsed terror to limit personal freedoms.</li> <li>• <b>Answers might consider</b> the use of education and propaganda as a method of limiting personal, social and political freedoms.</li> <li>• <b>Answers might consider</b> the increased strictness of limitations under Stalin’s government during and following the Second World War.</li> <li>• <b>Answers might consider</b> collectivisation and the use of other economic policies are limiting freedoms</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that other leaders introduced limitations on personal, political</li> </ul> | 25   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge the significance of the changes to limitations made by Stalin and other leaders.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

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|  |  | <p>and religious freedoms which had a significant impact on the population.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the restrictions on peasants and industrial workers in the period 1855-c.1914, especially the reactionary policies of Alexander III in controlling the media, restricting education and strengthening police powers.</li> <li>• <b>Answers might consider</b> the reforms of Alexander II as a significant change to limitations in the sense of relaxing limitations.</li> <li>• <b>Answers might consider</b> the introduction of the Duma as a significant change in the relaxation of limitations on political representation.</li> <li>• <b>Answers might compare</b> the limitations imposed under Lenin (e.g. creation of a communist state, the Red Terror) in effecting the freedoms of the population.</li> <li>• <b>Answers might compare</b> the significant restriction of religious freedoms under Lenin (destruction of churches, arrest of clergy) with the less harsh religious limitations under Stalin (the fall in membership of League of Militant Godless, continuation of religious holidays on collective farms) and the reinstatement of the Orthodox Church during the Second World War.</li> <li>• <b>Answers might consider</b> the continued restrictions on political and cultural freedoms under Khrushchev despite destalinisation.</li> </ul> |  |  |
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| Question | Answer  | Mark | Guidance   |
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| 3*       | <p><b>‘Wars and revolutions always weakened Russian governments in the years from 1855 to 1964.’</b><br/><b>How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that wars and revolutions had a negative impact on Russian governments throughout the period.</li> <li>• <b>Answers might consider</b> the impact of the Crimean War in showing the weaknesses of the government, and the rise in radical opposition as a result of the subsequent reforms.</li> <li>• <b>Answers might consider</b> the Russo-Japanese war (and 1905 revolution) as a contributing factor in demands for political reform in 1905.</li> <li>• <b>Answers might consider</b> the significance of the First World War (in connection with the 1917 Revolutions) for the downfall of both Nicholas II and also the Provisional Government.</li> <li>• <b>Answers might consider</b> the problems faced by Khrushchev during the Cold War due to the political challenges by the Party leadership dissatisfied with Khrushchev’s leadership (e.g. handling of the Cuban Missile Crisis).</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• It might be argued that not all wars weakened Russian governments, and some strengthened the government.</li> </ul> | 25   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge the impact of different wars and revolutions on the Russian governments.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the limited impact of the 1905 Revolution in achieving reform, and Nicholas II and Stolypin's ability to maintain control of Russia.</li><li>• <b>Answers might consider</b> the role of Stalin's Terror as a way of maintaining control in the build up to the Second World War</li><li>• <b>Answers might consider</b> the impact of the Second World War in consolidating Stalin's power and public image.</li></ul> |  |  |
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| Question | Answer  | Mark | Guidance  |
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| 4*       | <p><b>‘The First World War was the most important event affecting the development of the Russian Empire in the period from 1855 to 1964.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the First World War had economic and territorial consequences which changed the Russian Empire.</li> <li>• <b>Answers might consider</b> the political changes that came about during and following the First World War, such as the revolutions of 1917.</li> <li>• <b>Answers might consider</b> the significance of the vacuum left by the First World War in sparking the wars of independence in the Baltic region and the subsequent establishment of independent Baltic states.</li> <li>• <b>Answers might consider</b> the significance of the subsequent Treaty of Brest-Litovsk in taking valuable resources, like farmland and mining.</li> <li>• <b>Answers might consider</b> that through the war contributing to the successful Communist revolution in 1917, foreign powers were more willing to support the independence movements in the Baltics.</li> <li>• <b>Answers might consider</b> the economic and social impacts of the war on Russian soil, such as the loss of life, the impact on housing and living and working conditions.</li> </ul> | 25   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge the impact of the First World War and other events on the Russian Empire.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

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|  |  | <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that other events had a more significant impact on the Russian Empire.</li> <li>• <b>Answers might consider</b> the impact of the Crimean War on Alexander II in generating demands for independence within the Russian Empire (e.g. in Poland).</li> <li>• <b>Answers might consider</b> the significance of Russification in strengthening and consolidating Russian dominance over the multicultural Russian empire.</li> <li>• <b>Answers might consider</b> the long-term significance of the 1863 Polish Revolt in sparking nationalistic protest against Russian control.</li> <li>• <b>Answers might consider</b> the impact of the Russo-Japanese War in weakening the Russian Empire.</li> <li>• <b>Answers might consider</b> the significance of the Russo-Polish War and the subsequent Treaty of Riga (1920) for the western borders of the Russian Empire.</li> <li>• <b>Answers might consider</b> the increase of the Russian Empire under Stalin with the establishment of satellite states.</li> <li>• <b>Answers might consider</b> the political developments that took place across the period, such as the introduction of the Duma or the period of destalinisation</li> <li>• <b>Answers might consider</b> a range of economic developments, such as the emancipation of the serfs, Stolypin's reforms, the NEP and collectivisation</li> <li>• <b>Answers might consider</b> the social developments that took place across the</li> </ul> |  |  |
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|  |  |  | period, potentially explaining housing changes, those in education or religion. |  |  |
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APPENDIX 1 – this contains a generic mark scheme grid

|                                  |  |
|----------------------------------|--|
|                                  | <i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>  |
|                                  | <b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>  |
| <b>Level 6</b><br>26–30<br>marks | The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.   |
| <b>Level 5</b><br>21–25<br>marks | The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.  |
| <b>Level 4</b><br>16–20<br>marks | The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.  |
| <b>Level 3</b><br>11–15<br>marks | The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question. |
| <b>Level 2</b><br>6–10<br>marks  | The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.  |
| <b>Level 1</b><br>1–5<br>marks   | The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.  |
| 0 marks                          | No evidence of understanding and no demonstration of any relevant knowledge.   |

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|                                  | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>   |
|                                  | <b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>  |
| <b>Level 6</b><br>21–25<br>marks | The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement.<br>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.                            |
| <b>Level 5</b><br>17–20<br>marks | The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement.<br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.   |
| <b>Level 4</b><br>13–16<br>marks | The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement.<br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  |
| <b>Level 3</b><br>9–12<br>marks  | The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.                                       |
| <b>Level 2</b><br>5–8<br>marks   | The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation.<br>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| <b>Level 1</b><br>1–4<br>marks   | The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis.<br>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.   |
| 0 marks                          | The answer contains no relevant information.  |

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