

A LEVEL

Examiners' report

GEOGRAPHY

H481

For first teaching in 2016

H481/02 Summer 2022 series

Contents

Introduction3

Paper 2 series overview4

Section A: Changing spaces; making places, overview.5

 Question 1 (a)5

 Question 1 (b)6

 Question 1 (c)7

 Question 1 (d)*7

Section B: Global connections, overview.8

 Option A: Trade in the Contemporary World, overview.8

 Question 2*8

 Option B: Global Migration, overview.9

 Question 3*9

 Option C: Human Rights, overview10

 Question 4 (a)10

 Question 4 (b)11

 Question 4 (c)12

 Option D: Power and Borders, overview13

 Question 5 (a)13

 Question 5 (b)13

 Question 5 (c)14

Introduction

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

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

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

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 2 series overview

There was a very wide range in the nature and quality of candidate responses. Overall there was no obvious difference in performance between the two main sections: A, Changing Spaces; Making Places and B, Global Connections. There was also no apparent difference in performance between the option pairs: Trade in the Contemporary World and Global Migration, and Human Rights and Power and Borders.

A high proportion of candidates chose to answer questions on Global Migration rather than on Trade in the Contemporary World. There was a more even balance in choice between Human Rights and Power and Borders.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> provided detailed and accurate analysis of resources in the Resource Booklet, especially the Ordnance Survey maps gave responses for the lower-, medium-tariff questions, that were concise and to the point, yet with sufficient development of explanation wrote well-structured essays, including an introduction, use of paragraphs for each main point and a conclusion, as indicated by the Level 3 descriptor for Quality of Extended Response in the mark scheme applied their knowledge and understanding of place-specific detail thoroughly in answering the essay questions within essays, made clear attempts to be evaluative in the context of the question, making secure judgements and rational conclusions which were evidence based / substantiated made secure use of geographical terminology managed their time appropriately and weighted their responses relative to the marks available produced a consistently good performance throughout the paper for all part questions. 	<ul style="list-style-type: none"> produced essays that were unstructured; a brief essay plan might have helped them to identify the main factors / issues and provided the basis for a clearer more logical line of reasoning for essays, either wrote out case study knowledge per se without any other commentary, or identified the relevant factors / issues but did not support them with any appropriate place-specific detail did not understand that the essay questions have an evaluative requirement, not just the need for knowledge and understanding of the topic showed limited understanding that any evaluative comments made should be substantiated with appropriate evidence attempted to provide place-specific detail but with insufficient depth or accuracy, especially with respect to influences on social inequality, impacts of international trade / migration and other questions that required a case study did not consider time allocation; some responses for shorter data-response questions were unnecessarily lengthy, repetitive and without clear focus.

Candidate Exam Work

Handwriting legibility remains a significant problem. Every effort has been made to be fair to candidates, but it has been reported by examiners even more strongly this year that in many instances scripts have been very difficult to read and interpret.

For those scripts that have been *word-processed*, it would be of great help to examiners in application of the annotations if text could be *double-spaced*.

Section A: Changing spaces; making places, overview.

Topics assessed this year in the Changing Spaces, Making Places section of the specification included: how local community groups shape the place they live; the impacts of economic change in an area of dockland; how cultural characteristics shape place identity at local scale; and the influence of education and other factors on social inequality. The resources to be analysed included: an advertisement for the Lincolnshire Co-op Community Champions scheme; and two OS 1:50 000 map extracts of a dockland area in east London for 1974 and 2016.

Candidate Exam Work

Candidates should consider the marks allocation for questions in Section A and then apportion their time and length of response accordingly. Some lengthy responses for the earlier parts, notably Question 1 (a), Question 1 (c), and to an extent Question 1 (b) demonstrated lack of focus and much repetitiveness. This may have been a factor that restricted time available to spend on questions later in the paper, especially Question 4 (c)/5 (c).

Question 1 (a)

1 (a) Study **Fig. 1**, an advertisement for the Lincolnshire Co-op Community Champions scheme.

Use **one** piece of evidence from **Fig. 1** to explain how local community groups can shape the place in which they live. **[3]**

There was 1 mark for stating appropriate evidence and 2 further marks for developing the explanation. The most frequently identified piece of evidence from Fig. 1 was the group of people collecting litter and recycling plastic bottles. This was used to help explain how local community groups can shape the place in which they live with reference to the work of residents' associations or environmental groups in maintaining clean and safe recreational spaces. The idea that members of a local community often work together and involve children was also frequently discussed. Exemplar 1 was typical of many responses that achieved both AO2 and AO3 marks.

Exemplar 1

1	a	<p>Figure 1 demonstrates litter collection and waste removal by families for recycling. This may be carried out by local environmental charities who aim to improve best and reduce local pollution. As a result, the place may be deemed healthier and greener, creating an image of safety for families, thereby proving how local community groups shape the place by improving environmental quality and thus the quality of life.</p>
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Question 1 (b)

(b) Study **Fig. 2**, which shows OS 1:50 000 map extracts of a dockland area in east London for 1974 and 2016.

Using evidence from **Fig. 2**, examine the impacts of economic change in the area shown. [8]

Most responses recognised the structural economic change that had taken place in the area of dockland shown on the OS maps. The impact of this change was often examined in terms of urban growth north of the Royal Albert Dock, including greater transport connectivity (road and rail) and provision of services (School, University). This was further developed by reference to probable flows of people in and out of the area for commuting and recreation (City Farm, London Regatta Centre), plus comments on the impact on the local economy. Other frequently discussed impacts included the development of the London City Airport on a former dockside strip of land with easy links to the City for business and how this might create local employment opportunity, and connection to the Exhibition Centre. Some responses focused on the river; such as construction of the Thames Barrier and flood control, or the recreational activity associated with the Thames Path and Capital Ring. It was clear that detail on the OS maps had been closely investigated and analysed in support of any explanations.

More basic responses tended to offer only generalised ideas about the impacts of economic change with limited or no link to map evidence. For example, infrastructure was a term frequently used in a general way without reference to any specific element and often unsupported by map evidence. Some candidates wrote about the impacts of economic change in other localities they had studied rather than in the area shown on the map extracts.

OCR support



Candidates should be familiar with the meaning of the [command words](#) used in examination questions.

The command word 'examine' as used in Question 1 (b) requires candidates to 'look in close detail and establish the key facts and important issues' – in the context of the specific question and the OS resource provided.

Question 1 (c)

(c) Explain how cultural characteristics might shape place identity at local scale. [6]

The better responses to this question made the explicit link between cultural characteristics of a place at local scale and their influence on place identity. There was much reference to the impact of various religious groups on the built environment (temples, mosques, churches, synagogues) and how religious festivals were significant in the differing religious calendars in some areas. The impact of ethnic groups on language, food / restaurants, clothing, music and retail was also very well covered by many candidates. There was frequent reference to specific named localities in Liverpool, Birmingham and London. Place-specific detail was not a requirement for full marks but this often helped to reinforce good understanding by providing a useful geographical context. Some candidates also referred appropriately to the impact of sporting events, sports facilities, arts and music festivals, and heritage characteristics in shaping place identity.

Question 1 (d)*

(d)* How far do you agree that education is the main influence on social inequality? [16]

This question elicited an interesting and diverse range of responses and exemplar material. Most candidates considered influences on social inequality in a spatial context and often at different scales. Many also recognised that these influences could be categorised as economic, social and political and that they are interrelated. The better responses tended to be logically structured with a well-developed line of reasoning as indicated in the Level 3 descriptor for Quality of Extended Response. These responses were often preceded by a helpful short essay plan. They included an introductory paragraph, clear sections or paragraphs for each main influential factor and a conclusion that linked back to the question. Some candidates, though, wrote all they knew about standards of living and quality of life in localities / case studies they had learnt but did not use this material to answer the question with any clarity. It would have been more appropriate to identify and discuss the influences such as education, housing, income, health, gender, access to services, and to support each point with reference to *selected* material from their case studies. Some candidates misused the term social inequality, equating it only with the lower end of the spectrum in terms of poverty, poor living conditions, limited education opportunity, poor quality housing. They should understand that the term is defined as *the unequal distribution of these factors across a population*. Place-specific detail that was applied to good effect in answering the question included the textbook examples of Toxteth, Liverpool, Lympstone, Devon, Jembatan Besi, Jakarta, and Northwood, California, especially where comparisons were made across these areas / populations. There were many other valid and useful examples from a variety of locations especially urban wards within the UK such as in Cambridge, Bristol, the Isle of Thanet and London boroughs.

Section B: Global connections, overview.

The two Global Systems options (Trade in the Contemporary World and Global Migration) were assessed using essay, high-tariff, questions, and the two global governance options (Human Rights and Power and Borders) were assessed by shorter, low- and medium -tariff, questions.

Option A: Trade in the Contemporary World, overview.

The essay question on Trade in the Contemporary World was derived from Key Idea 2b in the specification – there is interdependence between countries and their trading partners. Specifically the question assessed the impact of trade in the context of one EDC case study.

Question 2*

Option A – Trade in the contemporary world

2* 'The impacts of international trade are always beneficial.' Assess this statement with reference to a **case study** of one EDC. **[16]**

There were a number of strong responses in which candidates demonstrated thorough knowledge and understanding of benefits and disadvantages of international trade for a named EDC. These responses also included accurate place-specific detail. India, a textbook example, was by far the most cited EDC. The better responses discussed the benefits of gaining foreign exchange through the country's exports of merchandise, and the advantages to the country and specific geographical regions of foreign direct investment. Service industries too were referred to in many responses with reference to the impact of examples of outsourcing in India. Candidates also recognised that the impacts were not only economic but also social and political, identified by discussion of the impact on internal migration, family income, provision of services, and relationships with China regarding business and environmental issues. The most successful responses showed application of knowledge and understanding of these impacts with clear and convincing analysis. Many candidates considered a historical perspective for India with reference to changes over time. They included not only benefits but also some disadvantages of the effects of international trade on the EDC such as local scale issues including atmospheric and water pollution, exploitation of employees and exacerbation of socio-economic inequality. Responses in the lower levels included only generalised comments which were often unsupported; place-specific detail of an EDC was limited or not provided at all.

Option B: Global Migration, overview.

The essay question on Global Migration was derived from Key Idea 2b in the specification – corridors of migrant flows create interdependence between countries. Specifically the question assessed the impact of international migration in the context of one EDC case study.

Question 3*

Option B – Global migration

3* 'The impacts of international migration are always beneficial.' Assess this statement with reference to a **case study** of **one EDC**. [16]

There were a number of strong responses in which candidates demonstrated thorough knowledge and understanding of benefits and disadvantages of international migration for a named EDC. These responses included accurate place-specific detail. Brazil, a textbook example, was by far the most cited EDC but others seen such as Mexico were equally valid. The better responses discussed economic benefits such as financial remittances, past inflows of migrants taking on low-skilled jobs in agriculture and manufacturing, and skilled immigrant populations also reducing gaps in the labour market. Candidates also recognised that benefits were not only economic but also social and political. For example, social remittances and bi-lateral relationships contributing to more stable political relationships were frequently referred to, especially Brazil-USA. The most successful responses applied knowledge and understanding of these impacts with clear and convincing analysis. Many discursive responses included not only benefits but also disadvantages of the effects of international migration on the EDC including the 'brain drain' effect, impacts of emigration on population structure, inequalities, prejudice and discrimination.

Less successful responses tended to include only generalised comments which were often unsupported; in these instances place-specific detail of an EDC was limited or not provided at all and occasionally a country that is not an EDC was chosen. On the other hand some candidates presented much place-specific detail for the case study they had learnt but did not apply this to the question that had been set.

OCR support



It could be helpful to consider the [IMF classifications of ACs, EDCs and LIDCs](#) adopted by OCR for AS and A Level Geography.

Assessment for learning



It might be helpful to some candidates to reinforce the point that for all essay questions indicated by an asterisk (*) on this paper, there are as many marks for *application* of knowledge and understanding (AO2 x 8) as there are for knowledge and understanding *per se*.

(AO1 x 8). It is important for candidates to learn place-specific detail for each of the case studies required in the specification, but it is equally important that this place-specific detailed is used to support points that have been made rather than just writing out the case study material with little or no reference to the question that has been set. This was an issue for some candidates in the Global Connections options on Trade and Migration. Many of the better responses tended to include a sentence at the end of each paragraph that summarised the main points and made an explicit link to the requirements of the question.

Option C: Human Rights, overview

The topics chosen for assessment of human rights included: the contribution of NGOs in areas of human rights violation (the resource provided for evaluation was a photograph of villagers being addressed in Jharkhand, India); access to reproductive health services for women; and, from Key Idea 4a in the specification (global governance of human rights has consequences for citizens and places), the impact of global governance in creating opportunities for development in an LIDC.

Question 4 (a)

Option C – Human rights

- 4 (a) Study **Fig. 3**, which shows villagers in Jharkhand, India, being addressed by NGO workers about their land rights.

Suggest **two** limitations of the photograph as a source of information about NGO assistance in areas of human rights violation. **[4]**

Most candidates identified two limitations of the photograph, although not all achieved the second mark that was available for suggesting some further explanation or development of the point. The better responses contained discussion of the photograph as a source of NGO assistance by linking the stated limitation to an aspect of the role of NGOs in areas of human rights violation as prompted by the question. The most frequent type of response referred to scale, either in terms of numbers of villagers involved or to geographical extent of the issue of land rights. Other good responses referred to the differing roles of NGOs in helping the villagers beyond the apparent provision of education / information / advice depicted, and to the relative success of the assistance provided.

Exemplar 2 is a typical response where there has been sufficient development of the limitations identified. This approach is encouraged rather than that found in a number of brief, undeveloped, responses that were seen in note form.

Exemplar 2

4	a	<p>The photograph shows no clear indication of the quality or range of advice given. There may be lots of people listening but we don't know if the information is accessible to them. It doesn't show how successful NGO assistance is as there is no evidence of people staying to actively help in the implementation of their land rights. From the photo it looks like only male villagers being educated so it doesn't show the scale of assistance or the ways in which it varies as only education is being portrayed.</p>
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Question 4 (b)

(b) Explain how **two** obstacles for women might limit their access to reproductive health services.

[5]

This question was answered well although some candidates would have achieved more marks by responding to the command words 'explain how' rather than basically just identifying the obstacles. The most frequently given responses related to lack of female empowerment in patriarchal societies, gender bias in education affecting females in some countries, poverty, and simply the more limited access for females living in remoter rural areas especially in LIDCs where there are fewer reproductive health services and where transport is more limited. Many candidates developed two of these points thoroughly enough for a mark in Level 2. Most candidates set their response in a geographical context; although not a requirement, this often helped to reinforce thorough understanding of the issues.

Question 4 (c)

- (c) With reference to **one LIDC case study**, explain the opportunities for development created by global governance of human rights. **[8]**

Nearly all candidates selected an appropriate LIDC on which to base their response. The text book example of Honduras was the main choice, but others were equally valid. There were some very high quality responses in which candidates demonstrated thorough knowledge and understanding of a range of differing organisations and how their global governance strategies created opportunities for development. In these instances reference to the specific agencies of the UN operating in the LIDC, and their work in co-operation with the national government, the corporate social responsibility of named TNCs, and various named NGOs demonstrated accurate place-specific detail. The better responses included discussion of specific global governance strategies and explicitly how they have created opportunities for the country's development, sometimes both in the shorter and in the longer term, such as education, gender equality, food security and health.

Some responses were more basic and referred only to the broad term 'global governance' and to the possible impact on a country's 'development' again only in very general terms. In many instances such as these place-specific detail for the named LIDC was limited to no more than the name of the country at the start of the response.

Option D: Power and Borders, overview

The topics chosen for assessment of Power and Borders included: the intervention of NGOs in areas of conflict (the resource provided for evaluation was a photograph of South Sudanese refugees being registered at the Uganda border); factors that influence the loss of territorial integrity; and, from Key Idea 4a in the specification (global governance of sovereignty and territorial integrity has consequences for citizens and places), the impact of global governance in creating opportunities for development in an LIDC.

Question 5 (a)

Option D – Power and borders

- 5 (a) Study **Fig. 4**, which shows South Sudanese refugees being registered by NGO workers at the Uganda border.

Suggest **two** limitations of the photograph as a source of information about NGO assistance in areas of conflict. **[4]**

Most candidates identified two limitations of the photograph, although not all achieved a second mark in each instance. Marks were available for suggesting some further explanation or development of the point. The better responses contained discussion of the photograph as a source of NGO assistance by linking the stated limitation to an aspect of the role of NGOs in areas of conflict as prompted by the question. The most frequent responses related to scale concerning the possible number of refugees over time, and to geographical scale in relation to the possible number of border crossings. Other good responses referred to the wider roles of NGOs in helping the refugees beyond that of just registration as depicted. Development of responses, in this instance in the context of NGO intervention, is encouraged; there were a number of brief, undeveloped, responses that were seen in note form.

Question 5 (b)

- (b) Explain how **two** different types of challenge to sovereign states might cause loss of their territorial integrity. **[5]**

Many candidates answered this question well, achieving a mark in Level 2. There was often good discussion of claims for secession by national groups such as Basque separatism, contested territory such as the annexation of Crimea by Russia, and where arbitrary political boundaries, drawn up in the past, has led to ethnic partitioning. Use of exemplar material to support the responses often reinforced good understanding. Some candidates discussed challenges to sovereignty that were not linked to territorial integrity. Others wrote only very brief comments that correctly identified a type of challenge but without the further development suggested by the command words 'explain how'.

Question 5 (c)

- (c) With reference to **one LIDC case study**, explain the opportunities for development created by global governance of **either** sovereignty **or** territorial integrity. **[8]**

Most candidates selected an appropriate LIDC on which to base their response; the text book examples of Mali and South Sudan were the main choices, but others were equally valid. There were some very high quality responses in which candidates demonstrated thorough knowledge and understanding of the differing organisations and how their global governance strategies created opportunities for development. For example, the specific agencies of the UN operating in the LIDC, and their work in co-operation with a national government and various named NGOs demonstrated the accurate place-specific detail needed to support a higher level response. A feature of the better responses was reference to specific global governance strategies and explicit links to the ways in which they have created opportunities for the country's development. This often included initial short term effects, but even more appropriate in the context of the question, longer term impacts on education, training in agriculture, food security, health, provision of services, government stability, strengthening state apparatus and ensuring democratic elections were discussed.

Some responses were more basic and referred only to the broad idea of 'global governance' and to the possible impact on a country's 'development' in very general terms with limited place-specific detail for the named LIDC. In many instances such as these place-specific detail for the named LIDC was limited to no more than the name of the country at the start of the response.

Exemplar 3 is a typical example of a higher level response.

Exemplar 3

C	<p>Sovereignty is the ability of a nation state to effectively govern itself and its population. S. Sudan is an 'LDC' that has seen a large decline in its development levels recently, due to the political infighting between the President (who is of the Nuer religion) and the Vice-president (who is of the Dinka religion) which has created serious armed conflict, with an ethnic component, resulting in thousands of deaths, 1.5 million internally displaced people, 1 in 3 children suffering from malnutrition, and a further 8 million (out of a population of roughly 13 million) being at risk of food insecurity (conflict began in 2013). The S. Sudan NGO Forum, who organises 300 NGOs who help to meet humanitarian and development needs in S. Sudan; for instance, WHO WHO are providing critical cholera treatment centres, and other NGOs are teaching locals how to fish (whilst providing fishing equipment) and teaching them how to harvest crops. As a result of this, overall health will improve and food security will rise, helping S. Sudan to develop and become more financially independent, perhaps even more so than before the conflict began. Plus, the UN peacekeeping mission (UNMISS) was was reinforced in 2014, setting out to put 12,500 military personnel in S. Sudan, as well as 1000 policemen, and 2500 others (being contributed from other nations) which will help to bring peace to the local areas in S. Sudan, allowing</p>
	<p>room for development as critical buildings such as schools and hospitals can be rebuilt, after many being destroyed during the conflict. This will help create a sense of sovereignty for the south Sudanese government, and will encourage more long-term development projects in the future.</p>

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