

History A

Advanced Subsidiary GCE

Unit **F962/01**: European and World History Period Studies
Option A: Medieval and Early Modern 1095-1609

Mark Scheme for June 2012

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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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Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS
2 answers: each maximum mark 50.

	A01a	A01b
IA	21 – 24	24 – 26
IB	18 – 20	22 – 23
II	16 – 17	19 – 21
III	14 – 15	16 – 18
IV	12 – 13	13 – 15
V	9 – 11	11 – 12
VI	4 – 8	6 – 10
VII	0 – 3	0 – 5

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

AOs	AO1a	AO1b
Total mark for each question = 50	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">21 – 24</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected • The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links. <p style="text-align: center;">24 – 26</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">18 – 20</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations • Clear understanding of the significance of issues in their historical context. • Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high. <p style="text-align: center;">22 – 23</p>

AOs	AO1a	AO1b
Level II	<ul style="list-style-type: none"> • Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">16 – 17</p>	<ul style="list-style-type: none"> • Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic • Clear understanding of the significance of most relevant issues in their historical context • Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description • The analysis of factors and/or issues provides some judgements about relative importance and/or linkages <p style="text-align: center;">19 – 21</p>
Level III	<ul style="list-style-type: none"> • Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">14 – 15</p>	<ul style="list-style-type: none"> • Some / uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context • Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin. • Answer considers a number of factors but with very little evaluation of importance or linkages between factors / issues • Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions <p style="text-align: center;">16 – 18</p>

AOs	AO1a	AO1b
Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level / accuracy of detail will vary; there may be some evidence that is tangential or irrelevant. • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication. <p style="text-align: center;">12 – 13</p>	<ul style="list-style-type: none"> • Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory. • Limited and patchy understanding of a few relevant issues in their historical context. • Answer may be largely descriptive / narratives of events and links between this and analytical comments will typically be weak or unexplained OR answers will mix passages of descriptive material with occasional explained analysis. • Limited points made about importance / links or about developments in the context of the period will be little more than assertions and descriptions <p style="text-align: center;">13 – 15</p>
Level V	<ul style="list-style-type: none"> • There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also • Some accurate use of relevant historical terminology but often inaccurate / inappropriate use • Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious <p style="text-align: center;">9 – 11</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context • Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation OR there may be a relevant but patchy description of events / developments coupled with judgements that are no more than assertions • There will be some understanding of the question but answers may focus on the topic not address the focus of the question <p style="text-align: center;">11 – 12</p>

AOs	AO1a	AO1b
Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation <p style="text-align: center;">4 – 8</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts • Very limited understanding of the topic or of the question's requirements • Limited explanation will be very brief / fragmentary • The answer will be characterised by generalised assertion and/or description / narratives, often brief <p style="text-align: center;">6 – 10</p>
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence <p style="text-align: center;">0 – 3</p>	<ul style="list-style-type: none"> • No understanding of key concepts or historical developments. • No valid explanations • Typically very brief and very descriptive answer <p style="text-align: center;">0 – 5</p>

Question	Answer	Marks	Guidance
1	<p>In developing their argument candidates may refer to some of the following: the relative unity and strengths of the Crusaders, the cooperation that the Crusader princes achieved at key times (eg at Nicaea and Antioch), Crusaders' religious motivation and determination, the aid given by Alexius Comnenus, military leadership shown by Crusade leaders such as Bohemond, the fear the Crusade forces inspired after Antioch; the divided nature of Islam both at the general level (Seljuk/Fatimid, Sunni, Shi-ite) and more locally (rivalries between Kilij Arslan and the Danishmends, Aleppo and Damascus etc); underestimation of the threat posed by the Crusade (eg Arslan away fighting the Danishmends); Seljuk weaknesses compared to the Crusaders in some aspects of the military. In developing their argument the best candidates will establish justified assessments of relative importance and/or the linkages between various reasons.</p>	50	<p>No specific answer is being looked for. Candidates will need to identify and evaluate the role played by a range of reasons.</p>
2	<p>Candidates in dealing with the issue of poor leadership may suggest a lack of clear leadership from the start: the dilution of the specific aim to recover Edessa, both in the Crusade appeal and in the preaching of Bernard of Clairvaux; the divisions amongst the crusader leadership (between Louis and Conrad); Antioch's failure to persuade Louis to attack Aleppo; the divisions in the council at Acre that only after much discussion agreed to attack Damascus; the poor leadership of the Crusade around Damascus. However, poor leadership was just one reason for failure and candidates may set discussion of this against other factors such as the diversion of crusading efforts to include campaigns against the Wends and in the Iberian peninsula; the defeat of Conrad in Asia Minor; the relative unity of the enemy forces, and the strength of Nur ed Din.</p>	50	<p>No specific answer is looked for, but candidates should address the factor in the question even if they wish to argue that other factors were more important.</p>

Question	Answer	Marks	Guidance
3	<p>Candidates may point to 'lack of resources' and discuss the economic and manpower limitations facing the Crusader states that restricted their freedom to act and dictated a largely defensive policy based on castles; the reliance on military orders; and the uncertain and variable supply of manpower and resources from Christendom (especially in the aftermath of the Second Crusade debacle). They may also discuss: Saladin's power and leadership (he operated from a strong power base and had consolidated his power in Egypt and Syria in the 1170s and early 1180s); the use of the concept of <i>jihad</i> to unite Muslims against Crusader States and hence the size of the forces Saladin was able to gather to attack the Crusader States in the mid 1180s (and in 1187 in particular); the succession crisis and the factional in-fighting that beleaguered the Kingdom of Jerusalem as Baldwin IV's leprosy progressed to his death; the actions of Reynald of Chatillon in provoking Saladin; the errors made by the crusader army in 1187; Saladin's reduction of crusader castles and taking of ports and strongholds; the taking of Jerusalem. Candidates may well argue that it was a combination of lack of resources, internal divisions, poor leadership and Saladin's strength that accounts for Saladin's victories.</p>	50	<p>No specific answer is being looked for. Candidates must discuss a range of reasons and their relative significance and/or linkages.</p>
4	<p>For example, candidates may argue that the relative independence and wealth of city states engendered a rivalry that found expression in art and architecture – politics by other means. Candidates may balance their discussion of city state rivalry against a range of other reasons including: the political situation of Italy c.1400 (many city states and therefore rivalries etc), the nature of individual states with their city / urban base and controlling families, guilds (and their mutual rivalries and desire to outdo each other), relative wealth, the role of the Church and Papacy, the existence of classical remains, the contacts with Constantinople and the Levant (and the exodus of Greek scholars as the Ottomans advanced), the development of humanism and the revival of classical learning.</p>	50	<p>No specific answer is looked for, but candidates do need to assess the impact of city rivalry on the development of the Renaissance.</p>

Question	Answer	Marks	Guidance
5	Candidates may argue against the contention in the question along the lines that, although Renaissance architects did draw inspiration from the works of Rome and Greece, they developed something innovative. The Renaissance placed emphasis on symmetry, proportion and the regularity of parts. Here the main inspiration was the remains of the Roman Empire. Columns, pilasters, lintels, rounded arches and domes distinguished Renaissance architecture from medieval. They may draw on their knowledge of individual architects to illustrate their argument. They may point, for example, to Brunelleschi's marriage of classical features such as Corinthian columns and a concern with proportion with Romanesque arches and Byzantine inspired domes. They may also refer to the work of Bramante. They may also refer to Michelangelo. They may argue that what was new was the application of classical designs, principles and approaches to churches and city palaces along with greater decoration.	50	No specific answer is looked for but the quality of exemplar material is likely to be a key discriminator
6	Candidates may discuss in this context many of the reasons relevant to the Renaissance in general – the influence of classical models, the effects of Turkish advance on, and destruction of; the Byzantine Empire, noble (and other) patronage, the political circumstances in Italy and so on. However, clear linkage should be made with humanist thought and its development. So, for example, candidates may address the significance of Petrarch (with his emphasis on the study of classical texts) and the arrival of Byzantine scholars like Chrysoloras in Florence (under the patronage of the city's chancellor Salutati). In relation to the development of humanist thought candidates may refer to the influence of classical scholarship (Ficino, Mirandola) in the development of Neo-Platonism, and the influence of close textual study on the development of Christian humanism in the work of scholars like Erasmus and Colet. There may also be discussion of the development of civic humanism (with reference to the work of Bruni, for example).	50	No specific answer is looked for. There needs to be real evaluation of a number of reasons for the top bands.

Question	Answer	Marks	Guidance
7	<p>Candidates may focus on the roles of Columbus and conquistadors such as Cortes and Pizarro and their military and political exploits that secured victory over the Aztecs and Incas and thereby physically developed a Latin American empire for Spain. Here they may explain Spanish superiority in military technology, the exploitation of divisions in Mexico and the reaction of the local inhabitants. However, candidates should also deal with other reasons that facilitated and drove the acquisition of an overseas empire. These include the role of royal patronage; the acquisition of the Canaries by treaty with Portugal in 1479 (an important staging post for voyages across the Atlantic); technological developments (caravel, ability to calculate latitude), geographic position, strong economic motivations, and the nature of Spanish nobility (aggressive bravery and adventurism borne of the Reconquista).</p>	50	<p>No specific answer is looked for. Candidates should identify and evaluate a range of reasons</p>
8	<p>In relation to the given factor, candidates are likely to focus on Henry the Navigator and John II. In relation to the former, candidates may refer to: his sponsorship of voyages to explore the African coast, leading to the discovery of the Azores, the Cape Verde islands and the coast of West Africa (a slave trading base at Lagos); and, his attracting some leading cartographers to help map the coast. In relation to the latter, John II sponsored and planned expeditions to find Prester John and a route to the Asian sources of spices. In this context, they may refer to the voyages of Bartholomew Diaz and the expedition of Covilha (overland) to India. Such discussion may be set in the context of other factors that promoted or helped develop Portuguese exploration, such as Portugal's geographic position, its established sea-faring tradition, its relative political stability, the interest of nobles (not least in a desire to serve their rulers), the role of individuals, such as Diaz, Cabral and Da Gama, and the incentives to find gold, slaves, and spices and to find Prester John and spread Christianity. No specific answer is looked for.</p>	50	<p>No specific answer is looked for. Candidates must deal with the role of royal patronage even if they wish to argue that other factors were more or as significant in explaining Portuguese overseas exploration</p>

Question	Answer	Marks	Guidance
9	<p>Candidates should seek to assess the degree and type of benefit that Portugal gained from her empire; this may be balanced against an evaluation of the costs. Candidates may argue that to a large extent the Portuguese Empire was little more than a series of trading posts with little attempt to colonise or widen the scope of her imperial interests (beyond Madeira, the Cape Verde Islands and parts of the east coast of Brazil – these largely for sugar plantation). However, there was some later development with the capture of Goa, Malacca and Macao that led to some limited colonization and exploitation of the hinterlands for tax and plunder. However, Portugal was too small a power to establish a project on the scale of Spain. Certainly, candidates may argue that Portugal benefited in terms of national prestige and for a time monopolized the eastern trade in spices where it displaced Venice. The Portuguese crown was the main beneficiary of this trade as it retained control of the spice fleets and the selling of the lucrative cargoes. The trade brought lucrative trade to the shipping and arms industries. Portuguese naval supremacy also meant that Portugal benefited from its influence over intra-Asian sea trade routes. Portugal also benefited from the trade in slaves for the plantations. On the cost side candidates may refer to the expense of maintaining the necessary trade routes against rivals and the military establishment of forts.</p>	50	No specific answer is looked for.
10	<p>This issue will be familiar to many candidates. Most will probably argue that the claims for unification are relatively slim. Candidates are likely to discuss some of the following in developing their analysis: the separate institutions of Castile and Aragon (they may, for example, point to the failed attempts by Ferdinand to introduce the <i>Hermandad</i> into Aragon), the ability of Aragon to maintain its <i>fueros</i>, the focus of the monarch's attention on Castile, the separate laws, coinage, economies, the exclusion of Aragon from the New World, unification was not an aim of Ferdinand and Isabella, and so on. On the other hand, candidates may discuss the notion of a Spanish foreign policy and the 'Spanish' nature of some religious policy (the Inquisition's authority ran across Spain). But even in these areas candidates may point to differences (for example, Spain's interest in Italy was derived from Aragon).</p>	50	No specific answer is looked for

Question	Answer	Marks	Guidance
11	Candidates may well suggest that, after initial difficulties, by 1524 Charles I had done much to consolidate his rule by dealing with some of the problems inherited from Ferdinand and Isabella and those of his own making once he arrived. The revolts had been overcome (albeit at great cost in the case of the <i>Comuneros</i>), Charles had appointed more Spanish officials, Charles worked with the Cortes to raise taxes, the nobility were excluded from central government but allowed to govern the countryside, a Council of Finance was created in 1523 as was a Council of State (1522), <i>corregidores</i> were re-established, and so forth. Candidates may well argue that Charles's consolidation of rule was incomplete as he had to make concessions (for example the influence of the nobles remained an issue) and the key was his presence in Spain from 1521.	50	No specific answer is looked for
12	Candidates may assess degree of success by, for example, testing Charles' rule against aims, results and historical context; analysis may also consider success at different times or in different areas but there needs to be some overall judgement as well about the reign as a whole (after 1524). This is a question about domestic policy/government (in Spain) and discussion of foreign policy / other elements of Charles' <i>monarquía</i> should not be credited unless it is in terms of its impact on domestic policy. Candidates may consider: his relations with the Cortes of Castile; policy towards Aragon; relations with the nobility; administrative reform; financial and economic policy; religion; the impact of absence, costs of foreign policy, the impact of the Americas. Candidates may argue that, for example, relative political stability and religion were areas of relative success – the Reformation made little headway in Spain (despite the continuing problem of the Moriscos); whilst the failure to deal effectively with finances was an area of relative failure. They may argue that success in one area often exacerbated problems in another, so, for example, the price of a quiet and subservient nobility was tax exemption and acceptance of their local power.	50	No specific answer is looked for.

Question	Answer	Marks	Guidance
13	<p>Candidates may discuss some of the following: the role of Martin Luther and his pamphlets, the power of the ideas associated with Lutheranism (sola scriptura, sola fide, priesthood of all believers, etc), the Indulgences Controversy and the reputation of the Catholic Church and Papacy in Germany, the background of humanism, the role of the printing presses, the role of princely protectors, like Frederick of Saxony, the significance of the Diet of Worms, the role of popular support in towns and cities, links with peasant unrest, lack of decisive action by Charles V in 1520s, the Schmalkaldic League.</p> <p>Candidates may argue that there was a combination of circumstances (Papal exactions, princely concern for their privileges, weaknesses of Charles V's actions in Germany – distractions elsewhere, lack of power, the printing press) in the Holy Roman Empire that allowed the ideas of Luther, powerful as they were, to gain public currency and many may stress the crucial roles played by lack of effective action against Luther by Charles V combined with the protection of Frederick of Saxony.</p>	50	<p>No specific answer is looked for, but candidates do need to assess a range of reasons typically by evaluating relative importance and/or by analyzing linkages between different reasons.</p>
14	<p>Candidates may well argue that his absences from the Empire clearly had an impact on his effectiveness as a ruler there; his responsibilities across Habsburg lands meant that he could not give consistent or sustained focus to all areas. Candidates may support their argument by reference to developments such as the spread of Lutheranism during periods of absence (such as his return to Spain in 1521). However, candidates may well argue that there were other important factors that limited Charles V's effectiveness, not least the power of the princes and other limitations on his authority in the Empire (no standing army, the limitations imposed by the <i>Wahlkapitulation</i> – no foreign troops, respect for the rights and privileges of the princes, troops, obligation to consult the Electors and Reichstag on imperial matters – the spread of the Reformation, the rivalry with France, the Ottoman threat, and so on.</p>	50	<p>No specific answer is looked for. Candidates will need to assess a range of aspects in order to assess 'To what extent?'</p>

Question	Answer	Marks	Guidance
15	Candidates may well argue that the Habsburg-Valois conflict was a major reason for the limited success against the Ottomans, demonstrating, for example, how war with France diverted resources and attention away from the Ottoman threat to the Empire, Habsburg lands in Austria, Bohemia and Hungary, and in the Mediterranean. They may also point to the willingness of France to use the Ottoman threat as a weapon in its wars with Charles. Such considerations need to be balanced against other factors that limited success. These include, for example, the problems posed by the princes and the Reformation in Germany, his responsibilities elsewhere in Spain and the Netherlands, the limitations on his financial and military resources, the strengths of the Ottomans and so forth.	50	No specific answer is looked for. Candidates must deal with the given factor even if they wish to argue that other factors were more important.
16	Candidates may address success in relation to the problems Philip faced, what he was trying to achieve and what the results of his policies were. Candidates may discuss some of the following problem areas: issues of government and administration; relations with the nobility; relations with Castile and the other provinces; problems of finance (likely to loom large in candidate answers); religion. In relation to the first, candidates may discuss Philip's style of government and the degree of efficiency / effectiveness he achieved in the administration. Candidates may discuss Philip's need to cooperate with local nobility and clergy and the role of faction at court. Candidates may also discuss the impact of Philip's centralized system as a solution to problems of government and the exclusion felt by the provinces, a factor in the Aragonese revolt. They may also spend some time discussing the weaknesses of financial situation inherited from Charles I and the policies adopted to deal with growing expenditure and debt. In relation to the Church and religion, candidates may discuss backing of the Inquisition and policies towards the <i>moriscos</i> and heresy.	50	No specific answer is looked for

Question	Answer	Marks	Guidance
17	<p>Candidates may argue that the Revolt of the Netherlands was largely provoked by Philip II and his Netherlands policy. In relation to Philip II and Spanish policy, candidates may discuss Philip's absence from 1559, his lack of understanding of the depth of feeling in the Netherlands, his religious policies (reform of bishoprics, the Segovia letters), his decision to send a Spanish army to the Netherlands, the actions and policies of Margaret of Parma, Granvelle and Alba. They may also discuss the longer term context of regional, States and noble privileges, the burdens of taxation and the spread of heresy, the Iconoclastic Fury, hedge preaching, the roles of Egmont, Horne, William of Orange and Brederode, the Tenth Penny tax, the Sea Beggars and so on. They may also refer to the economic and social problems that were also a factor in the mid 60s. Candidates may argue that the combination of Spanish policy, local particularism and the spread of Protestantism proved a fateful combination that led to open revolt.</p>	50	<p>No specific answer is looked for. Candidates need to consider and evaluate a range of reasons.</p>
18	<p>Candidates may argue that, whilst significant and an important contributory factor in the success of the revolt in the 1580s and 90s, foreign support and intervention (principally by England, but also by France) was not decisive. In relation to France (Duke of Anjou) they may argue that it was of little significance, but that despite the limitations of Leicester's actions in the 1580s, the presence of 7500 troops and annual subsidies did much to sustain the Dutch rebels in the 1590s. They may argue that other factors were more important, pointing to the leadership of William of Orange and Maurice of Nassau, the development of an effective fighting force and tactics, the diversion of Spain's forces/priorities at crucial times (such as the Armada, 1588 and intervention in France), and Spanish financial problems.</p>	50	<p>No specific answer is looked for. Candidates must deal with the given factor even if they wish to argue that other factors were as or more important.</p>

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