

**History B**

Advanced Subsidiary GCE

Unit **F982**: Historical Explanation – Non-British History

**Mark Scheme for January 2013**

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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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**Generic Mark Scheme for Unit F981**

Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

	<b>AO1 Knowledge and Understanding</b>
Level 1	41 – 50 marks
Level 2	31 – 40 marks
Level 3	21 – 30 marks
Level 4	11 – 20 marks
Level 5	1 – 10 marks
Level 6	0 marks

The same generic mark scheme is used for both questions:

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
Level 1	21–25	Complex judgements supported by: <ul style="list-style-type: none"> <li>• Excellent understanding of key concepts such as causation, consequence and significance</li> <li>• Explicit and effective use of two or more modes of explanation</li> <li>• Developed analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events</li> <li>• A wide range of relevant and accurate knowledge</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Accurate and effective communication. Effective and coherent structure.</li> </ul>

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
Level 2	16–20	<p>Sound judgements supported by:</p> <ul style="list-style-type: none"> <li>• Good understanding of key concepts such as causation, consequence and significance</li> <li>• Some explicit use of at least one mode of explanation</li> <li>• Some analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events; or sound explanation of more than one key feature</li> <li>• A range of mostly relevant and accurate knowledge</li> <li>• Mostly accurate use of appropriate historical terminology</li> <li>• Mostly accurate and clear communication. Generally coherent structure.</li> </ul>
Level 3	11–15	<p>Partly sound judgements supported by:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of key concepts such as causation, consequence and significance</li> <li>• Some reasonable explanation of at least one key feature and characteristic such as ideas, beliefs, actions and events but also some assertion, description or narrative</li> <li>• Mostly relevant knowledge, some accurate knowledge</li> <li>• A limited range of historical terminology</li> <li>• Mostly satisfactory communication. Some coherent structure.</li> </ul>
Level 4	6–10	<p>Weak judgements supported by:</p> <ul style="list-style-type: none"> <li>• Some general, but mostly weak, understanding of key concepts such as causation, consequence and significance</li> <li>• Some limited explanation of at least one key feature and characteristic; mostly assertion, description or narrative</li> <li>• Limited relevant knowledge, some inaccurate and irrelevant knowledge</li> <li>• Little use of historical terminology</li> <li>• Some satisfactory communication, some weak communication. Limited and unclear structure.</li> </ul>

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
Level 5	1–5	Irrelevant or no judgements supported by: <ul style="list-style-type: none"><li>• Weak understanding of key concepts such as causation, consequence, and significance</li><li>• Assertion, description or narrative of at least one key feature and characteristic</li><li>• Mostly inaccurate and irrelevant knowledge</li><li>• No, or inaccurate, use of historical terminology</li><li>• Poor communication, poor or non-existent structure.</li></ul>
Level 6	0	No judgements supported by: <ul style="list-style-type: none"><li>• No understanding of key concepts such as causation, consequence, and significance</li><li>• Inaccurate or assertion, description or narrative</li><li>• Inaccurate and irrelevant knowledge</li><li>• No use of historical terminology</li><li>• Very poor communication/ Incoherent structure.</li></ul>

Question		Answer	Marks	Guidance
1	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Frankish self-perceptions as Christian kings with duties to protect their subjects against pagan forces to the east</li> <li>• The relationship with Rome which saw Charlemagne work in concert with the papacy to establish Frankish lands in Italy and, crucially, to protect and expand western Christendom</li> <li>• The fact that Charlemagne had the means to fight, in the form of a general summons of the host which supplied him with mounted knights</li> <li>• A desire to gain lands and riches for his kingdom to help finance its great buildings and expensive court, whether at the expense of Spain or Lombardy, the Byzantine provinces of Italy or the Moslem lands in Spain.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs which saw the Franks charged with the temporal protection of the papacy, its lands and influence throughout Christendom</li> <li>• Consideration of Charlemagne's diverse and changing intentions, towards the Byzantine Empire, for example</li> <li>• Explanation of Charlemagne's actions and those of his main opponents.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Frankish self-perceptions as Christian kings with duties to protect their subjects against pagan forces to the east</li> <li>• The fact that Charlemagne had the means to fight, in the form of a general summons of the host which supplied him with mounted knights</li> <li>• The relationship with Rome which saw Charlemagne work in concert with the papacy to establish Frankish lands in Italy and, crucially, to protect and expand western Christendom</li> <li>• A desire to gain lands and riches for his kingdom to help finance its great buildings and expensive court, whether at the expense of Spain or Lombardy, the Byzantine provinces of Italy or the Moslem lands in Spain.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs which saw the Franks charged with the temporal protection of the papacy, its lands and influence throughout Christendom</li> <li>• Consideration of Charlemagne's diverse and changing intentions, towards the Byzantine Empire, for example</li> <li>• Explanation of Charlemagne's actions and those of his main opponents in securing 'many military successes'.</li> </ul>

Question		Answer	Marks	Guidance
2	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Charlemagne's Christian faith as an influence on neighbours and rivals as demonstrated, for example, by his campaigns against the pagan Avars and Saxons, or in Muslim Spain</li> <li>• The role of the Franks as papal protectors and the close spiritual and temporal bonds between Carolingians and the papacy across this period eg preserving papal lands from attack by the Lombards</li> <li>• The importance of other factors in helping to bring about external influence with eg Offa of Mercia – trade? recognition of status?</li> <li>• The importance to Charlemagne of diplomacy and of gift exchange, the latter including an elephant; the importance of establishing an empire to rival that of Byzantium.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of possible motives for Charlemagne's diplomacy and contacts, peaceful or otherwise; religion itself, the establishment of an empire, the establishment of a dynasty, the creation and prolongation of internal harmony within the Frankish kingdoms</li> <li>• Explanation of Charlemagne's actions in pursuing marriages, gift-exchange, military campaigns, diplomatic contacts and so on</li> <li>• Explanation of contemporary ideas of diplomacy and sovereignty, rebellion and loyalty, and attitudes to faith.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the Byzantine move away from iconoclasm under Irene, which in turn made possible the betrothal of Charlemagne's daughter to the future Emperor</li> <li>• Rivalries brought about by Frankish military success in Italy with Byzantine interests there</li> <li>• The continuation of long-standing theological disputes with Constantinople</li> <li>• Charlemagne's coronation in AD800 and assumption of the title of 'emperor of the Romans, with its attendant challenges to the Byzantines.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of Charlemagne's possible motives in his dealings with Constantinople: political, theological, military and imperial</li> <li>• Explanation of the Emperor's actions, for example in proposing the unity of Aachen and Constantinople by marriage</li> <li>• Explanation of contemporary ideas about and attitudes to empire, papacy, faith and rebellion.</li> </ul>

Question		Answer	Marks	Guidance
3	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>The state of affairs against which the excommunication may be set: the very public airing of Luther's views which demanded an equally public response; the pragmatic point that no obedient Christian could post-excommunication have dealings with Luther, making it harder for his ideas to spread</li> <li>The ideas within Luther's writings and teachings themselves which made excommunication first possible and then likely</li> <li>Ideas of papal authority and Leo's role as the guardian of that ideological and political control; the issuing of <i>Exsurge Domine</i> and the opportunities which it gave to Luther to recant before the bull of excommunication was subsequently issued; events at the Diet of Worms may also be considered relevant.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>Explanation of papal motives in outlawing Luther and his followers, both short-term and longer-term</li> <li>Explanation of the actions of key players in the events of 1517-21: Leo X, Luther, Frederick III and others</li> <li>Explanation of contemporary ideas about and attitudes to faith, belief, and obedience.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>The state of affairs which may have contributed towards slow and late responses to Luther's preachings and teachings: allegations of papal laxity, wealth and corruption, manifested, for example, in the sanctioning of the sale of indulgences; some contemporary anti-clericalism and the challenges posed by Erasmus and humanist thinkers to papal teaching and ideology</li> <li>The ideas offered within Luther's writings and teachings which offered profound challenges to the papacy, including the questioning of the doctrine of transubstantiation, the advocacy of the priesthood of all believers and support for the idea of salvation by faith alone</li> <li>Explanation may be offered of the challenge to the papacy of academic debate (Cajetan and Eck) and their respective failures to silence Luther and stifle his ideas.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>Explanation of Leo X's role, as pope, as interpreter of the Bible and key teachings, and a guardian of the spiritual and temporal wealth of the Church</li> <li>Consideration of important theological ideas associated with Luther: sola fide, the rejection of papal authority, a desire to remove 'errors' in the Church's teaching, among many possible examples</li> <li>Consideration of the political, Saxon content for Luther's teachings and the protection offered to Luther by Frederick the Wise, for example, and the reasons for it.</li> </ul>

Question		Answer	Marks	Guidance
4	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• A context of anti-clericalism and of incipient nationalism which created circumstances in which it was harder for Charles to pursue a tough line</li> <li>• The context of the Emperor's relative inexperience and need for princely support from the likes of Frederick the Wise, himself a skilful politician; the sheer size and disparate nature of Charles 's empire may be considered relevant</li> <li>• Charles's actions in summoning an Imperial Diet at Worms in 1521 and issuing an Edict, effectively outlawing Luther while allowing him safe conduct to and from the Diet.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the respective motivations of Charles and Luther and a close focus on how and why these beliefs may have changed, even within a relatively short period</li> <li>• Explanations of the Emperor's actions in initially hesitating before adopting a tougher line towards Luther; consideration may be given to the constraints under which Charles was operating</li> <li>• Explanation of ideas of empire, obedience, rebellion and faith – and of ideas of lay and spiritual authority and the boundaries between them.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Frederick of Saxony may be considered as an example of a prominent supporter, protecting Luther on the grounds, among others, of defending the academic reputation of Wittenberg University; the protection of Frederick's state from Imperial interference may be considered, along with other possible reasons</li> <li>• The context of an Empire with a large number of cities and towns with a substantially literate proportion of the population in many of them and the means to disseminate his teachings (printing presses, universities etc)</li> <li>• Some were attracted by Lutheran beliefs, such as Albrecht or Hohenzollern, others by prospect of taking over church lands or self-interest.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the respective motivations of, for example, nobles and princes in committing to a new cause: emerging nationalism or urban self confidence, self interest; faith; and others</li> <li>• Explanation of the actions of leaders such as Philip of Hesse or Frederick the Wise</li> <li>• Consideration of ideas of empire, loyalty, faith and nationalism in the context of a rapidly-changing religious and political situation.</li> </ul>

Question		Answer	Marks	Guidance
5	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>The state of affairs in July-August 1789 which saw the establishment of a National Assembly, the abolition of feudalism (seigneurial dues and tithes) and the issuing of the Declaration</li> <li>Explanation of the ideas and beliefs enshrined within the Declaration and their possible origins in Enlightenment thinking and in the American Declaration of Independence: 'natural, inalienable and sacred' rights of man; the principle of sovereignty resting in the nation</li> <li>The influence which the principles contained within the Declaration had within France and elsewhere, for example influencing the issuing of the Civil Constitution of the Clergy in 1790; ideas of 'active' and 'passive' citizens and the issuing of a Declaration of the Rights of Woman in 1790.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>Explanation of the ideas of equality, popular sovereignty, equality of taxation enshrined within the Declaration and their possible origins</li> <li>The shortcomings of the Declaration in respect to slavery or women, for example, and its failure to provide a blueprint for converting ideas into practical forms of government – as contemporary critics noted</li> <li>Consideration of likely intentions behind the actions of Lafayette and those behind the Declaration in respect to monarchy and the future path of the French Revolution, for example.</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The state of affairs which saw tightly-packed streets and squares in and around the University, with students and workers in close proximity able to hold spontaneous meetings and to disseminate leaflets and pamphlets quickly with little control from the authorities; the Jacobin Club, for example, was open to all, including foreigners; the absence of 'official' political parties is also germane here</li> <li>• Consideration of the tumult of ideas which followed the establishment of the National Constituent Assembly; when the latter became less effective in representing the ideas of the Cordeliers or the Jacobins, for example, these groups formed their own meeting places.</li> <li>• The process of radicalization which some of the clubs underwent during the period 1789-91 may also be relevant</li> <li>• Explanation of the relationship of the clubs with, for example, the National Assembly, with deputies discussing ideas in clubs which were then carried forward into the Assembly.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motives of the Feuillants, Jacobins and hundreds of other clubs and societies which met in Paris and throughout France</li> <li>• Explanation of the actions of the Cordeliers, for example, in petitioning for a national referendum on the future of the monarchy, or, indeed, its abolition</li> <li>• Explanation of contemporary ideas about and attitudes to representation, democracy, equality and free speech.</li> </ul>

Question		Answer	Marks	Guidance
6	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>The state of affairs which saw increasing concern on the part of Austria and others for the safety of Louis XVI and Marie Antoinette (Emperor Leopold II was Louis' brother-in-law); the events of 1791 including the Flight to Varennes and the existence of émigré nobles and army officers with intentions to preserve monarchical rule</li> <li>The actions by the Emperor and Prussia in issuing the Declaration of Pillnitz in 1791, outlining a willingness to use force if necessary to protect the French crown; reactions in Paris to the document and to the Brunswick Manifesto of July 1792</li> <li>The intentions of the Convention in declaring war on Austria in April 1792, its nearest opponent by virtue of possession of the Austrian Netherlands</li> <li>The actions of Dumouriez and the Girondists in stirring up patriotic defiance of Prussia and Austria in particular.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>Consideration of the importance of an émigré population and of hostile counter-revolutionary forces on France's eastern borders</li> <li>Consideration of the actions of key players such as Dumouriez, Leopold II and Louis XVI</li> <li>Explanation of ideas of monarchy and justifications for preserving it, of democracy and explanations of the legitimate use of force.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>Consideration of the tough economic actions of the Convention and the justifications offered for suspending the Constitution and enforcing, for example, the Law of the General Maximum and the Law of Suspects</li> <li>Consideration of the political actions which may have helped trigger regional and local protest: the growing influence of the Jacobins, the execution of Marie Antoinette and leading Girondins, the actions of the Convention, the Committee of Public Safety in Paris, and of Robespierre himself</li> <li>Consideration of the revolt in Lyons, that in the Vendee and elsewhere in the context of local hatred of political control from Paris.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>Explanation of the possible intentions of the leading Jacobins including Robespierre, who sanctioned harsh economic and political steps: self-preservation?; revolutionary conviction?; likewise consideration of their federalist opponents in the provinces</li> <li>Explanation of the actions of the Convention, the CPS, Robespierre and the leading provincial opponents of the Terror</li> <li>Explanation of contemporary ideas about and attitudes towards revolution, the centralisation of power, local autonomy and war.</li> </ul>

Question		Answer	Marks	Guidance
7	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the strengths and failings of successive Provisional Governments in general and in particular, perhaps focussing on Kerensky's leadership, its qualities and limitations</li> <li>• In particular, the nature and consequences of the political and military failings associated with the Kornilov revolt</li> <li>• Consideration of the inherent difficulties in the exercise of Dual Power and the challenges and rivalries associated with joint rule with the Petrograd Soviet; the coalition nature of each of the Provisional Governments; the challenges posed by Menshevik and Bolshevik ideas, for example about land distribution</li> <li>• Consideration of the failure to organise elections quickly, and of the military failure of the Kerensky Offensive against the German and Austrian forces.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of Lvov and of Kerensky, among other key players, in their attempts to rule, and the intentions of their leading political opponents including the Bolsheviks and the Social Democrats</li> <li>• Explanation of the actions of Kerensky and leading ministers and advisers, and the actions of their Bolshevik opponents eg issuing the April Theses</li> <li>• Explanation of contemporary ideas about dual power, democracy and elections, and war.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the simple appeal of 'Peace, Bread and Land' to many Russian people during 1917 as a programme to end the war, redistribute land and reorganise the distribution of food</li> <li>• The persuasive power of Bolshevik posters, propaganda, pamphlets and speeches by leaders which ensured that the message of, for example the April Theses, came across clearly</li> <li>• The long-standing Social Democrat agenda which had stood as a counterpoise to ideas held by Liberals and Socialist Revolutionaries and which may have had a wider appeal to industrial workers and students, for example, than the SRs' ideas</li> <li>• 'Negative cohesion': a rejection of Tsarism which overrode doubts and disagreements about what form of government might replace it.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the weaknesses and failings of the Provisional Government in losing popular support during 1917</li> <li>• Explanation of the positive appeal of Bolshevik ideas to different groups in the context of changing events inside and outside of Russia</li> <li>• Explanation of contemporary ideas about and attitudes to revolution, liberty, justice and representation.</li> </ul>

Question		Answer	Marks	Guidance
8	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the state of affairs which saw a need to win a bitter Civil War against White forces, which included foreign powers as well as diverse groups of Bolshevik opponents; the aim of prioritising the Red Army's need for food and for weapons</li> <li>• Explanation of the ideological underpinnings of the Bolshevik Revolution of 1917 which required the redistribution of land and a fairer allocation of the means of production, distribution and exchange; the need for a command economy with strict control of the production and distribution of goods</li> <li>• Consideration of the idea, expressed by some contemporaries, that War Communism was intended to eliminate private property and business in the interests of imposing Communism, regardless of the specific circumstances of the civil war.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of Lenin in sanctioning War Communism: self-interest, economic necessity, political expediency?</li> <li>• Explanation of the actions of Trotsky, Lenin and other key Bolsheviks in nationalising land, foreign trade, industry and food distribution</li> <li>• Explanation of contemporary ideas about socialism, war, and social justice.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the practical difficulties in keeping the Tsar and his family alive, in secret, while they might remain a rallying-point for White and other supporters; the 'trigger' of the attacks by 'White' Czech forces locally in May 1918</li> <li>• the degree to which leading Bolsheviks sanctioned or knew about the executions</li> <li>• Explanation of the ideological underpinnings of the revolution which saw no place for monarchy and Tsarism</li> <li>• Explanation of the legal and other difficulties which a trial of Nicholas II and his family would present; rumours of exile in Britain.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motives of leading Bolsheviks and of local officials who carried out the executions</li> <li>• Explanation of the actions of the above</li> <li>• Explanation of contemporary ideas about and attitudes to revolution, Tsarism, liberty and justice.</li> </ul>

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