

History B

Advanced Subsidiary GCE

Unit **F984**: Using Historical Evidence – Non British History

Mark Scheme for January 2013

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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.

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Annotations

Annotation	Meaning
+	Candidate uses evidence from source(s) to support interpretation
-	Candidate uses evidence from source(s) to challenge interpretation
OK	Candidate uses own knowledge to interpret/evaluate source(s)
AI	Amended interpretation

Question	Answer	Marks	Guidance
	<p>S4 – his description sets out the property rights of Geirlaug by tracing how she has come to inherit a farm and other possessions, showing that at least in some circumstances women could have independent power and rights</p> <p>S3 – not as strong as evidence of importance but wives are trusted to carry the wealth of their family</p> <p>S5 – demonstrates the ‘traditional’ role of women in the household, preparing food and serving the men who ‘drink and talk’. There needs to be a judgement about whether this counts as ‘minor’</p> <p>S6 – develops the use of source 5 by pointing out that housewife did not simply equate to servant. The wife here is praised for her ability ‘to run this farm’. Candidates could also refer to the complexity of the carvings and to the commissioning of a Master Runemaker as evidence that this woman, at least, was not regarded as less than her husband</p> <p>S7 – not strong evidence but could be used to show the role of royal women in cementing relationships and alliances between countries</p> <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <p>S2 – Unn’s status is dependent on that of her menfolk. When she loses her son, she has to completely uproot and look for a new life.</p> <p>S1 – again, Gunnhild’s significance comes from her marital status. As the widowed mother of the Norwegian king she appears to have a role in this case as intermediary. Note that the king is still the ultimate authority in the story – she promises to ‘bring them to the attention of the king’.</p> <p>S4 – although Geirlaug eventually inherits all of the family property her rights are secondary to those of males in the family. It is only the accident of early deaths of husbands and sons that places her in this position</p>		

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	<p>S3 – the impression provided by the description might suggest to candidates that these women were little more than ‘trophy wives’ to display their husbands’ wealth. It is noticeable that Ibn Fadlan’s description of them here (and throughout the rest of the document) makes no reference to any jobs women had on these journeys.</p> <p>S5 – could be regarded as a minor role as the description concentrates on being subservient to men</p> <p>S7 – it is clear that Emma has little say over how she is treated–she is prevented from travelling and despite being newly-widowed is coerced into a new marriage. Again, the reference to her ancestry is exclusively about the male line.</p> <p><u>Evaluation of Sources</u></p> <p>S2 admits that Unn was an exceptional women while sources 1 and 7 also discuss a very narrow range of women – those who were royal widows. The weight of these sources when generalising about the role of Viking women in general is much reduced. Sources 5 and 6 can be used as a set to discuss women of a more lowly status while a number of sources can be used to generalise about the apparently greater status of widows. Candidates might also want to consider sources which are predominantly about women living in the Scandinavian homelands as opposed to those dealing with settlers or traders abroad.</p> <p><u>Judgement</u></p> <p>Good answers will either seek to go beyond simple generalisations about ‘women’ by breaking down their response to the interpretation into different types of women. Done skilfully, this level of sophistication will reach Level 1 eg ‘The role of Viking women depended on their status. While most women played a minor role, widows could have real power and authority’. Alternatively, the idea of a ‘minor</p>	<p>AO2b 7–10</p>	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7–8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9–10 marks)</p>

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	role' can be attacked as a subjective view and shown to be a relative term – perhaps minor compared to men but not necessarily 'unimportant'. Answers which remain at Level 2 may address these issues but will fall short of precise definition – eg 'Viking women usually played a minor role but there were some exceptions'		To be rewarded, judgements must rely on reliable evidence inferred from the sources.

Question	Answer	Marks	Guidance
(b)	<p>Candidates will need to assess a number of issues to access high marks in this answer. Only one good example of each of the following is needed.</p> <p>Typicality – source 2 admits openly that Unn was not typical of Viking women of this era – candidates would need to show understanding of what made her unusual to gain full credit. Otherwise, there are many opportunities to challenge the typicality of evidence, not least because there is so little reference to women in Viking sources. Source 6, for example, is the best preserved reference to a woman on a runestone and as such is not typical of what would be found.</p> <p>Reliability – both sources 1 and 2 come from sagas – stories passed down through the generations. Although Unn (or Aud as she is sometimes referred to) appears in other texts which confirm her voyage to, and settlement, in Iceland the accuracy of precise details could be challenged.</p> <p>Purpose – candidates might consider the purpose of source 4. The injunction to ‘Read this and take note!’ means that the sources was clearly intended for a public audience. Its purpose was to establish the legal rights of Geirlaug to inherit land and is therefore likely to be a precise description. Historians’ questions–this is more than summarising source content. Candidates need to step back from the sources and look at the more general lines of enquiry that can be followed, especially if they are unconnected to women. For example, sources 4 and 5 refer to some of the more mundane aspects of Viking culture–what was worn, what was eaten etc.</p> <p>Missing source types/content and why this might be an issue – ‘women’ encompasses many different groups and candidates might point out that not all classes of women are</p>	<p>AO1 0–5</p> <p>AO2a 0–10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question			Answer	Marks	Guidance
			referred to here, for example women as slaves, unmarried women, children. Having raised this issue, candidates should proceed to explain why not having these sorts of sources matters – in this case, the source set is (inevitably) skewed towards wealthier women and these other groups might redress the balance (and strengthen the ‘minor role’ argument in the process). Another strategy would be to look at the types of evidence offered and to consider whether, for example, archaeological finds from burial sites could add anything to the discussion.		

Question	Answer	Marks	Guidance
2 (a)	<p><u>Knowledge and Understanding</u> In order to interpret the sources, candidates will need to know something about the sources of patronage in the Italian Renaissance, including guilds, the Church and wealthy individuals. The reasons why these groups became involved are complex and sometimes contradictory, so the idea of 'religious reasons' needs some examination. Candidates might point out that some people did support the Renaissance to glorify the church and their faith but that such motives could be bundled up with personal glory and to be remembered and that there were wider motives related to civic pride which became important in this period. Wide knowledge of specific patrons is not expected, though candidates should know something about the Medici and perhaps Giovanni Rucellai.</p> <p><u>Evidence from the Sources that can support the interpretation</u> S1 – is weaker evidence to support the interpretation. The products of the competition are religious, but whether this was the primary inspiration is debateable. S2 – refers to the fame that the Renaissance could bring the Church S3 – the subject matter of the fresco is religious, depicting scenes in the life of St. Francis and it is located in a (private) chapel so again, ostensibly the source supports the interpretation but such a one dimensional view would not provide a convincing analysis S5 – like source 3 there is a veneer of religious motivation behind patronage since it is obviously directed at churches, but the source lacks weight S6 – strongly supports the interpretation as it suggests that</p>	<p>AO1 0–15</p> <p>AO2a 0–10</p> <p>AO2b 0–6</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above. Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p> <p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p>

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	<p>Cosimo's motives are religious – he fears for his soul after some of his business dealings</p> <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <p>S1 – can be read in a more complex way – Members of the wool guild clearly feel that they have been outdone by their rivals and are determined to take back the initiative 'by whatever ways and means'. Whatever the jealousies and rivalries going on, the product of this competition was a number of new pieces of art for the city, so there was a wider purpose</p> <p>S3 – candidates need to think about what they see in the fresco. The patrons have a more prominent part in the composition than the subject, suggesting a desire for fame/remembrance. The location of the work and who is included also add to the impression that this is all about self-promotion</p> <p>S5 – describes the great work of the Duke of Urbino in constructing one of the greatest libraries of the Renaissance. The motive is not clearly stated in the source, but students might infer a desire to learn, a project for the sake of completing a project or civil pride that Urbino could rival its larger neighbours.</p> <p>S7 – presents a conundrum: is it the patron wanting to be remembered that should be celebrated or the artist who created the work?</p> <p><u>Evaluation of Sources</u></p> <p>Sources 2 and 3 refer to religious motives for patronage; Source 4 offers the opportunity to consider provenance based on own knowledge of Savonarola and his views; Sources 3 and 5 both show civic pride, so offer alternative explanations.</p>	<p>AO2b 7–10</p>	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7–8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9–10 marks)</p>

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	<p><u>Judgement</u> Good answers will attempt to define 'religious' in this context and will go on to recognise that even in religious motives there could be selfish or civic benefits. This sort of thinking should reach level 1 if supported. Sources can be grouped into different themes based on reasons for patronage and set against each other. If this results in a candidate arguing there were lots of reasons for patronage, this should be awarded Level 2. The candidate should be able to prioritise religion against other motives at Level 1 whereas reasons are simply presented as equivalents and stacked up at level 2.</p>		<p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

Question	Answer	Marks	Guidance
(b)	<p>Candidates will need to assess a number of issues to access high marks in this answer. Only one good example of each of the following is needed</p> <p>Typicality – Savonarola clearly presents an exaggerated account (based on the mocking tone of the source). This could be compared to the other sources provided to suggest that his description was not typical</p> <p>Reliability – in a number of these sources the person making the patronage is also the author. Candidates might question whether the motives offered are accurate</p> <p>Purpose – candidates could consider source 7, especially since the patron was female – why is the inscription in the form of a conundrum?</p> <p>Historians' questions – this is more than summarising source content. Candidates need to step back from the sources and look at the more general lines of enquiry that can be followed. For example, sources 2 and 6 refer to the Church's interest in patronage</p> <p>Missing source types/content and why this might be an issue – the sources are all located in the 16th century. The growth of competition between states is not explicitly covered, yet became an important reason for supporting the arts.</p>	<p>AO1 0–5</p> <p>AO2a 0–10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

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	<p>Source 5 shows that Victor Emmanuel is regarded as important by some people, even if not the writer, since he is described as 'popular' and 'liking Garibaldi' having ridden into Naples with him.</p> <p>Bismarck assumes, in Source 6, that the King will take an important part in deciding the future of Germany: greater or little, unification etc.</p> <p>In source 7 there is a reference to the Emperor's idea of the Greater German Reich.</p> <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <p>Source 1 is filled with youthful idealism, a factor which is focused more clearly in Mazzini's 'Young Italy' in source 2. The writer of source 3 has a poor opinion of the contribution of Charles Albert of Sardinia-Piedmont.</p> <p>In source 4 Frederick William is most unenthusiastic about the idea of a German crown. In source 5 the popularity of Victor Emmanuel is limited to the provinces in his own kingdom, and the writer believes people are mistaken in thinking he really likes Garibaldi.</p> <p>Bismarck's analysis in source 6 indicates that Prussian aims are just that. Whatever actions the King of Prussia takes, it is for Prussia, not Nationalism.</p> <p>Source 7 suggests that the German(speaking) people are the key to national identity, although the writer thinks they do not yet have a sense of that identity.</p> <p><u>Evaluation of Sources</u></p> <p>Sources 4 and 7 may be cross-referenced to show the increasing interest of Prussian rulers in supporting nationalism. These sources may be contrasted with 3 and 5 which show a continued lack of effort on the part of Piedmontese kings in relation to nationalism. Sources may</p>		<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p>

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	<p>also be grouped by country to draw conclusions – where these are sophisticated, referring to individual points to build the argument, this can be rewarded at the highest levels. Candidates may question the typicality of the sources – sources 3 and 5 show a poor opinion of the Piedmontese rulers, yet they were hailed as Italian nationalists by some and were more enthusiastic and active at some times than at others. Friedrich Wilhelm’s negative comments on the crown offered to him by the Frankfurt Assembly are, however, well-documented.</p> <p>Candidates may question the attribution of the idea of a ‘Greater Germany’ in Source 7 to the Emperor – however, as it is meant here, it refers not so much to ‘Greater Germany’ incorporating Austrian-Germans, but to a wider, cultural concept of Germany.</p> <p><u>Judgement</u> There is evidence to support and challenge the interpretation. Candidates should aim to justify a better one, perhaps suggesting differences between Germany and Italy or tracing change over time. Interpretations identifying patterns of change/continuity may well be rewarded at the highest level if they are well-supported. Those adding factors important to nationalism are more likely to be rewarded at Level 2.</p>	<p>AO2b 7–10</p>	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7–8 marks). Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9–10 marks) To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

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(b)	<p>The typicality, purpose and reliability of the sources should be considered. Source 1 is an emotional appeal to history and nationalist feeling, so has little substance. However the lack of enthusiasm of the German princes at this stage is accurate. Source 2 is typical of the appeal of Young Italy, but this was a minority group. Source 4 is reliable in reflecting Frederick William's attitude to the offer of the crown, although it does not reflect the public image he initially portrayed.</p> <p>Candidates should consider the purpose of the historian in relation to the usefulness, issues and problems associated with these sources, suggesting enquiries for which they might be used. They may trace the development of a more conservatively dominated Italy and Germany as the crowned rulers became increasingly involved, or a more significant change in direction. They may consider how the sources could be used to explain the motives of the individual rulers mentioned.</p>	<p>AO1 0–5</p> <p>AO2a 0–10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question	Answer	Marks	Guidance
4 (a)	<p><u>Knowledge and Understanding</u> Candidates may use their knowledge of the role of state authorities in relation to civil rights in different periods. Source 1 is from the Reconstruction period and may, therefore, be regarded as atypical in referring to large numbers of African Americans in the legislature. Candidates may use their knowledge of the roles of individuals, in this case Booker T. Washington's contribution to African American civil rights, and also of the relationship between him and WEB Du Bois when interpreting source 3. Candidates may use their knowledge of the role of southern state governors when using sources 2 and 5. They may use their knowledge of different areas of the USA when establishing the typicality of attitudes and actions in different states, in this case Mississippi, Alabama and California. Source 4 should be seen in the context of voting rights issues as well as state/federal relationship. The role of local/state law courts and the attitudes of the KKK will help to interpret source 6. Candidates will need to interpret the sources in the context of developing attitudes in USA as a whole, and in individual states, especially in the south compared with elsewhere in the USA.</p> <p><u>Evidence from the Sources that can support the interpretation</u> Source 1 The white representatives are hostile to and scornful of the African Americans' efforts, suggesting there will be little real progress towards civil rights. Source 2 The speaker is clear that African Americans and whites should be totally separate and uses the Bible to justify his ideas. These are widely held views in Mississippi, reflecting views at the time. Source 3 Candidates may challenge what WEB claims in this source, suggesting instead that the education he claims</p>	<p>AO1 0–15</p> <p>AO2a 0–10</p> <p>AO2b 0–6</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

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	<p>was put in decline by Booker T. actually benefited from his input at Tuskegee etc.</p> <p>Source 4 The ability of African Americans to take part in politics has been denied and the judges in the Supreme Court rule that this is because the state has not been doing its job properly, since the organisation of primaries is regarded as state business.</p> <p>Source 5 Governor Ross Barnett is well-known as a segregationist and in this broadcast he takes a clear stance suggesting that the state authorities will oppose integration.</p> <p>Source 6 the scene is in a court room, commenting on the way in which the state institutions were controlled by racist groups.</p> <p>Source 7 the implication is that in the state of California equity in education was not achieved until after 1971 because the state was not applying the law fairly/ensuring that its education was equitable.</p> <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <p>Source 1 African Americans are well represented in the state legislature described.</p> <p>Source 2 The governor states his views, but there is no evidence of what he did in practice to affect civil rights.</p> <p>Source 3 The source claims that Booker T's approach damaged progress towards civil rights. Taken at face value this source challenges the interpretation because the reason for poor civil rights is the lack of effective leadership provided.</p> <p>Source 4 Up to this point the state has not regarded it as within its remit to control who votes in primaries or who is allowed to be a member of a political party, so it could be argued that it is the Democratic Party rather than the state authorities who are depriving African Americans of their civil rights.</p>		

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	<p>Source 5 candidates may question the purpose of the source, stating the segregationist view for the benefit of the audience. Barnett's argument rests on the idea that he represents the views of 'most Mississippians' who will take part in opposing Meredith's admission to Ole Miss.</p> <p>Source 6 at face value the cartoon suggests that it was organised racist groups such as the KKK that denied African Americans their civil rights.</p> <p>Source 7 the state is legislating to ensure equity of treatment regardless of race, colour etc.</p> <p><u>Evaluation of Sources</u></p> <p>The views in sources 1 and 2 could be linked, in that the view of 2 reflects the more critical elements in 1. The incompetence of some African American politicians is used to illustrate the need for separation. Contextual knowledge will confirm this reading of the sources. Candidates may use their knowledge of white southern attitudes towards Reconstruction governments to judge the typicality of these sources. Candidates may question the reliability of source 3, given the disagreements when Booker T was alive and the magazine in which WEB was writing. They may use their knowledge of the different approaches to progress in civil rights and/or the provenance of the source to challenge its reliability.</p> <p>The typicality and also the effectiveness of the judgement in Source 4 may be questioned, in the context of continued limitations in voter registration in the southern states, including Texas.</p> <p>The cartoon (source 6) is a comment in a national newspaper – the Washington Post – which reflects liberal views, since the national capital enforced civil rights before adjacent (southern) states did so. Candidates may therefore question its typicality. They may also question its reliability –</p>	<p>AO2b 7–10</p>	<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p>

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	<p>as a cartoon it cannot literally – KKK members did not attend court in their white robes, but there is an element of truth in the idea that the authorities were sympathetic to them, if not members themselves.</p> <p>Candidates may question the typicality of the stance taken by California and also question its impact, given the relatively small proportion of African Americans living there.</p> <p><u>Judgement</u> There is evidence for and against the interpretation, so candidates should judge it needs to be amended. Those who add factors, such as the role of the KKK and/or disagreements among African American leaders should be rewarded at Level 2 in AO2b, while those who establish a relationship between factors (eg that the federal authorities did little to enforce the law until the 1940s – seen in source 4) should be rewarded at Level 1 in AO2b provided that they support the new interpretation at an appropriate level.</p>		<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7–8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9–10 marks)</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

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(b)	<p>Candidates should consider the typicality, purpose and reliability of the sources.</p> <p>The Supreme Court judgement reliably states the judgement, but does not indicate whether all the judges were in agreement or whether the judgement was immediately put into effect. Ross Barnett is setting out his ideas strongly – he is also challenging the federal authorities by stating a case that is clearly in opposition to a number of Supreme Court judgements with which he should be complying. Candidates should consider his purpose in doing so in the context of the civil rights campaigns of the period. Candidates could consider the typicality of WEB’s view of Booker T. in the light of the progress that Booker T. made in educating African Americans if not in directly improving their civil rights. Candidates should suggest enquiry questions that these sources help to answer, focusing on second order enquiry, for example about the causes of poor civil rights for African Americans, or explanations of the reasons that African American leaders disagreed with each other.</p>	<p>AO1 0–5 AO2a 0–10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

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