

# **History B**

Advanced Subsidiary GCE

Unit **F981**: Historical Explanation - British History

## **Mark Scheme for January 2011**

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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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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>
Level 2	16-20	Sound judgements supported by: <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	Partly sound judgements supported by: <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>

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
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>
Level 5	1-5	<p>Irrelevant or no judgements supported by:</p> <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	<p>No judgements supported by:</p> <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 Number		Indicative Content	Max Mark
1	(a)	<p><b>Lancastrians and Yorkists, 1437-85</b></p> <p><b>Edward IV's Second Reign, 1471-83</b></p>	
		<p><b>Why was the Duke of Clarence executed in 1478?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Clarence's treasonable behaviour and support for Warwick's usurpation of the crown</li> <li>• Edward's generosity in restoring and adding to the Clarence estates in 1471</li> <li>• Rivalry between Clarence and Gloucester for the hand of Anne Neville</li> <li>• Clarence's attempts to jeopardise Edward's foreign policy by seeking a match with Mary of Burgundy</li> <li>• Alleged involvement in plots against the King by members of Clarence's household</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• An explanation of the actions of the key players in the drama: Richard of Gloucester, Warwick, Clarence and the King himself</li> <li>• Explanation of the post-1471 context of 'overmighty subjects' and their possible motives: greed for positions, land, titles and influence? The destruction of political enemies eg the Woodvilles?</li> <li>• Explanation of contemporary ideas of service, oath, loyalty and patronage</li> </ul>	[25]
	(b)	<p><b>How would you best explain Edward IV's failure to plan properly for the succession?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• the short-term illness of the King and the lack of warning signs that his life was in danger</li> <li>• the relative harmony and security of the kingdom from 1478 onwards and the lack of an external threat from France (Treaty of Picquigny 1475)</li> <li>• Richard of Gloucester's loyal service to Edward in the north and Scotland</li> <li>• Edward's failure to understand or counter the ambitions of the Woodvilles</li> <li>• Edward's failure to secure consent for Gloucester's position as Royal Protector to Edward V</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motives of the King, taking either a positive or negative line</li> <li>• Explanation of the events of early 1483 and the King's attempts to ensure a smooth succession for his son</li> <li>• Exploration of contemporary ideas of regency (as advocated by the Queen), protectorate and dynastic continuity and stability</li> </ul>	[25]

Question Number		Indicative Content	Max Mark
2	(a)	<p><b>Richard of Gloucester as Duke and King, 1469-85</b></p> <p><b>How would you best explain Richard of Gloucester's importance to Edward IV?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the respect which Richard won for his probity and loyalty to his brother over a long period</li> <li>• the fickle and untrustworthy duke of Clarence's behaviour may be offered as a point of contrast here</li> <li>• Richard's securing of the loyalty of the north to Edward IV, for example the successful war against Scotland between 1480-82</li> <li>• Edward's recognition of Richard by grants of land and the title of lieutenant-general in the north in 1480</li> <li>• The reputation which Richard earned for the dispensing of justice fairly</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of possible motives for Richard's loyal service to Edward IV: eg the need to build up a centre of power and influence in the north for self-protection</li> <li>• Explanation of Richard's actions eg as a military leader against the Scots, capturing Edinburgh and Berwick</li> <li>• Explanation of contemporary ideas of justice and loyalty, and consideration of the circumstances in which loyalties could be cast aside</li> </ul>	[25]
2	(b)	<p><b>Why did Richard III lose the support of the nobility between 1483 and 1485?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The circumstances of Richard's usurpation of the crown in 1483 and the impact of this on relations with the nobility, especially Richard's treatment of Edward's heirs</li> <li>• The Buckingham rebellion of 1483 and the advancement of a rival, Tudor claim to the crown, and its impact on the nobility</li> <li>• the distribution of patronage in the form of lands to men of the Midlands and North in 1484 and southern resentment thereof</li> <li>• Richard's uneasy relationships with the great magnate families of Stanley, Northumberland, and Howard of Norfolk</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of Richard's likely motives in his dealings with the nobility and the balances which he had to carry out</li> <li>• Explanation of the king's actions for example in removing Edward's heirs, and redistributing forfeit Buckingham estates</li> <li>• Explanation of contemporary views of patronage, service, loyalty and rebellion</li> </ul>	[25]

Question Number	Indicative Content	Max Mark
3 (a)	<p><b>Tudor Finale: The Reign of Elizabeth I, 1558-1603</b></p> <p><b>The struggle with Spain</b></p> <p><b>Why was Philip II willing to help those who wished to overthrow Elizabeth?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• A dynastic context where there was some support for the idea that Philip would be an alternative ruler of England to Elizabeth</li> <li>• A religious context which produced a rejection by Philip of Elizabeth's 'heresy'</li> <li>• A political context which saw a long period of peace or neutrality between Spain and England until Elizabeth effectively allied with Protestant rebels in the Netherlands</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the respective motivations of Philip and Elizabeth, and consideration of how and why these beliefs may have changed over time in the context of an evolving 'foreign policy' – if such a term merits use</li> <li>• Explanations of Philip's actions in supporting or allowing support for plots against Elizabeth, for example the Ridolfi and Babington Plots</li> <li>• Explanation of ideas of kingship and queenship, of attitudes towards treason and rebellion, in the context of complex foreign relations</li> </ul>	[25]
(b)	<p><b>Why was Elizabeth willing to help the Dutch rebels against Philip II?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The broad context of England's relations with Spain and France in the early years of Elizabeth's reign, and the transition from initial harmony or neutrality to strained relations</li> <li>• The commercial, strategic and religious background of England and Spain's respective interests in the Netherlands</li> <li>• The political and military circumstances which led to the signing of the Treaty of Nonsuch in 1585, in particular the assassination of William of Orange in 1584, and the Spanish Alliance with the Catholic League</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the respective motivations of Philip and Elizabeth and consideration of how and why these may have changed over time</li> <li>• Explanation of Elizabeth's actions, for example sending the Earl of Leicester to help the Dutch rebels or Elizabeth's condoning of the seizure of Spanish ships carrying bullion</li> <li>• Explanations of ideas of treason, loyalty, kingship and rebellion in the context of complex foreign relations</li> </ul>	[25]

Question Number	Indicative Content	Max Mark
4 (a)	<p><b>The Governance of Elizabethan England</b></p> <p><b>Why did Elizabeth face opposition from her Parliaments?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the Elizabethan Settlement and attempts to modify or destroy it by Puritan and other opposition groups</li> <li>• Consideration of both the marriage question and the succession question, with critics of Elizabeth perhaps unable to voice their views within the Privy Council</li> <li>• Consideration of debates about the granting of monopolies and about the growing financial predicament of the crown brought about by war with Spain</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of some critics and opponents on political, religious, dynastic or economic grounds, for example</li> <li>• Explanation of the actions of critics such as Wentworth or organizations such as parliamentary committees</li> <li>• Explanation of contemporary ideas about the role of the Council and of parliament</li> </ul>	[25]
(b)	<p><b>Why was Parliament important to Elizabeth?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Elizabeth's beliefs about the role of Commons and Lords respectively; consideration of the monarch's changing ideas about the purpose, make up and actions of Parliament at various points during her long reign</li> <li>• Consideration of Elizabeth's actions, for example in invoking powers of arrest and veto, or her patronage of Burghley</li> <li>• Consideration of the respective roles of the Commons and the Lords and contemporary ideas of representation and service</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of Elizabeth's motives in controlling her parliaments on political or dynastic grounds, for example, her use of the royal prerogative and her balancing of the need to listen to her subjects' views and the need to explain royal thinking to MPs</li> <li>• Explanation of royal actions, for example in influencing the Commons' choice of Speaker on several occasions</li> <li>• Explanation of contemporary beliefs and attitudes about parliament and its role in regulating both national and local affairs</li> </ul>	[25]

Question Number	Indicative Content	Max Mark
5 (a)	<p><b>Liberal Sunset: the rise and fall of 'New Liberalism', 1890-1922</b></p> <p><b>New Liberalism: the 1906 General Election</b></p> <p><b>Why did Joseph Chamberlain pursue Tariff Reform?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The broader social and political context of imperialism, growing demands for social and institutional reform and dissatisfaction with international challenges to free trade</li> <li>• The emergence of a consensus supporting social reform, supported by the researches of Rowntree in York and Booth in London and the need to respond to this socially and politically</li> <li>• The possible motivations of Chamberlain himself in 1903 including his ambition for the Conservative leadership</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of Chamberlain, Churchill, Balfour and others in responding to pressures for economic and social reform in Britain</li> <li>• Explanation of the actions of Chamberlain, for example in resigning from the Cabinet and establishing a Tariff Reform League</li> <li>• Explanation of contemporary ideas about the role of the government and of philanthropy; the influence of German models of social welfare; negative attitudes towards imperialism and tariff reform weighed against positive attitudes towards supporting the elderly, sick and temporarily unemployed</li> </ul>	[25]

Question Number	Indicative Content	Max Mark
(b)	<p><b>Why did the Conservatives lose the General Election of 1906?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the changing social and political context of the election and, in particular, growing demands for institutional and social reform</li> <li>• Consideration of the actions and policies of Balfour, for example the Education Act of 1902 and its impact, and Balfour's handling of Tariff Reform and of Joseph Chamberlain</li> <li>• Consideration of the relative weightings of Liberal strengths and qualities as against Conservative weaknesses and shortcomings as factors in the electoral defeat – which some candidates may consider to be less of a 'landslide' than it appeared</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of Joseph Chamberlain, Balfour and other leading Conservatives in the period of Balfour's premiership from 1902 onwards</li> <li>• Explanation of the actions of leading Conservatives and Liberals over key issues such as imperialism, free trade and tariff reform, and Ireland</li> <li>• Explanation of contemporary ideas about and attitudes towards home rule, free trade, the House of Lords and social reform</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
6 (a)	<p><b>Women and the Vote: 1900-1918</b></p> <p><b>Why was women's suffrage becoming an important issue around 1900?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The broader context of the suffrage campaign, including the legal, political and other advances which nineteenth-century women had made in eg election to school boards, local elections, the Married Women's Property Act of 1870 and so on, together with the intellectual case for the female suffrage made by some campaigners</li> <li>• The emergence of a movement supporting female suffrage across Labour, Liberal and Conservative lines (to a degree), raising the possibility of political success for the first time</li> <li>• The organisational strengthening of the movement by amalgamating suffrage societies into a NUWSS in 1897 and the creation of a more militant WSPU in 1903</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of some leading campaigners, male and female, and of their supporters on all sides</li> <li>• Explanation of the actions of the Pankhursts, Mrs Fawcett and other prominent campaigners and consideration of how and why those actions changed over time</li> <li>• Explanation of contemporary ideas about male and female roles in society and politics; consideration of external influences from the Empire and America;</li> </ul>	[25]
(b)	<p><b>Why did the Suffragettes use violent methods?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the changing social and political context from 1903 onwards (eg a newly-formed LRC/Labour Party and the emergence of New Liberalism) and, arguably the influence of successful campaigns in Ireland and by trade unions for reforms</li> <li>• Consideration of the actions and policies of the Pankhursts and their leading supporters in attracting funds and support for their cause</li> <li>• Consideration of the merits and demerits of the use of violence; some sense may be given of fluctuations in support for the Suffragettes and the reasons for this</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of leading Suffragette campaigners at different points between 1903 and 1918</li> <li>• Explanation of the actions of leading Suffragette campaigners and their responses to Liberal policies and practices from 1906 onwards</li> <li>• Explanation of contemporary ideas about and attitudes towards institutional reform, male and female roles in society</li> </ul>	[25]

Question Number		Max Mark
7	<p data-bbox="240 297 284 327"><b>(a)</b></p> <p data-bbox="400 297 959 327"><b>The End of Consensus: Britain 1945-90</b></p> <p data-bbox="400 360 1283 427"><b>Wilson's Labour Governments (1964-70): consensus devalued</b> <b>Why was Enoch Powell sacked in 1968?</b></p> <p data-bbox="400 461 948 490">Key content for this question may include:</p> <ul data-bbox="400 501 1310 763" style="list-style-type: none"> <li data-bbox="400 501 1310 568">• The broader social and political context of race relations under previous Conservative and Labour governments</li> <li data-bbox="400 568 1310 663">• the particular setting of the Labour Race Relations Act of 1968, the 'rivers of blood' speech and Powell's thorny relationship with his party leader, Edward Heath</li> <li data-bbox="400 663 1310 763">• Powell's previous roles as Shadow Defence Secretary from 1965-6 and his opposition to the arrival of Kenyan Asians in 1967</li> </ul> <p data-bbox="400 808 1038 837">Approaches adopted by candidates may include:</p> <ul data-bbox="400 848 1294 1043" style="list-style-type: none"> <li data-bbox="400 848 1294 916">• Explanation of the possible motivations of Powell himself in making his speech</li> <li data-bbox="400 916 1294 983">• Explanation of the actions and reactions of Heath and both political supporters and opponents to the speech;</li> <li data-bbox="400 983 1294 1043">• Explanation of contemporary ideas about the immigration, race and unemployment</li> </ul>	[25]
	<p data-bbox="240 1088 284 1117"><b>(b)</b></p> <p data-bbox="400 1088 1257 1155"><b>Why did the Labour Government lose the General Election of 1970?</b></p> <p data-bbox="400 1189 948 1218">Key content for this question may include:</p> <ul data-bbox="400 1229 1310 1559" style="list-style-type: none"> <li data-bbox="400 1229 1310 1424">• Consideration of the economic and political context of the election, for example: the Conservatives' Selsdon policies which proposed the reduction of government and the championing of free enterprise; the mixed economic record of the Wilson governments 1964-70; the influence of Enoch Powell in spite or because of his rivers of blood immigration speech in 1968</li> <li data-bbox="400 1424 1310 1559">• Consideration of the actions and policies of Wilson on the economy, for example the struggle with the trade unions over 'In Place of strife', on Europe and possible British entry and internationally over eg Rhodesia</li> </ul> <p data-bbox="400 1603 1038 1632">Approaches adopted by candidates may include:</p> <ul data-bbox="400 1644 1294 1928" style="list-style-type: none"> <li data-bbox="400 1644 1294 1738">• Explanation of the motivations of Harold Wilson, James Callaghan, Roy Jenkins and other leading Labour Ministers in the period of Wilson's premiership from 1964 onwards.</li> <li data-bbox="400 1738 1294 1832">• Explanation of the actions of leading Labour and Conservative politicians over key issues such as the economy, immigration, Europe, and whether to join the EEC, and so on.</li> <li data-bbox="400 1832 1294 1928">• Explanation of contemporary ideas about and attitudes towards the trade unions, laissez-faire economics, nationalisation, and so on.</li> </ul>	[25]

Question Number	Indicative Content	Max Mark
8 (a)	<p><b>The Thatcher Revolution (1979-83): the end of consensus</b></p> <p><b>How would you best explain support for ‘Thatcherism’?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The broader social and political context of the Heath government of 1970-74 and Thatcher’s negative reactions to Heath’s economic ‘U turns’, for example</li> <li>• The emergence of a consensus within the Conservative Party supporting monetarism and championing reduced state intervention, free markets and the role of the entrepreneur</li> <li>• ‘Thatcherism’ itself: an amalgam of for example strict monetary controls, nationalism, curbs on trade union activity and a conservative social and moral agenda, fed by influences such as Keith Joseph, Enoch Powell and Milton Friedman</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the motivations of some leading politicians and thinkers in expounding tighter monetary controls, free enterprise and a more conservative social and moral platform</li> <li>• Explanation of the actions of Mrs Thatcher during her first ministry, for example her challenges from and to the ‘wets’</li> <li>• Explanation of contemporary ideas about the role of the government in tackling inflation, cutting money supply and public spending, for example</li> </ul>	[25]
(b)	<p><b>Why did Britain go to war over the Falkland Islands in 1982?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the political context of Conservative unpopularity in opinion polls and the prospect of a General Election in 1983; the political and diplomatic context of the emergence of an Argentinean regime headed by General Galtieri</li> <li>• Consideration of the actions and policies of Mrs Thatcher and her leading ministers and advisers such as Lord Carrington (Foreign Secretary), John Nott (Defence Secretary) and others in the context of a longstanding diplomatic disagreement about ownership of the Falklands</li> <li>• Consideration of British foreign policy and relations with Latin America and the United States in particular; likewise the United Nations</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of Mrs Thatcher herself and her leading ministers as the crisis developed</li> <li>• Explanation of the actions of Mrs Thatcher and leading ministers and advisers</li> <li>• Explanation of contemporary ideas about war, military service, nationalism and foreign affairs</li> </ul>	[25]

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