

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 2011

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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>
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>

<p>Level III</p>	<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>
<p>Level IV</p>	<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>

<p>Level V</p>	<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>
<p>Level VI</p>	<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>
<p>Level VII</p>	<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>

Option A: Medieval and Early Modern 1095-1609**The Crusades and Crusader states 1095-1192**

- 1** 'Religious devotion was the main reason for the success of the First Crusade.' How far do you agree?

Candidates must deal with the given factor even if they wish to argue other factors were more significant. In relation to the given factor, candidates may refer to the religious nature of the Crusade, the motivation of many crusaders, the events at Antioch and the decision to march to Jerusalem, the unifying role of religious belief and so on. Such discussion may be set in the context of other reasons for success: the cooperation that the Crusader princes achieved at key times (eg at Nicaea and Antioch); the generalship of particular leaders (and Bohemond, in particular, may get star treatment here); the overall leadership provided by Adhemar of Le Puy; the divisions and weaknesses of the forces ranged against the Crusade both in Asia Minor and in the Holy Land; the role played by the Emperor Alexius and his aides; the prowess of crusader knights; the unity of religious aim, motivation and sheer determination that was a feature of the crusader army and its rank and file. No specific answer is looked for.

- 2** **Assess the reasons for the failure of the Second Crusade.** [50]

No specific answer is looked for. Candidates will need to identify and assess a range of reasons. Candidates may discuss the divisions amongst the crusader leadership (both between Louis and Conrad and in the Holy Land), the defeat of Conrad in Asia Minor, the relative unity of the enemy forces, the role played by rivalries in the Holy Land, the strategic errors and the strength of Nur ed Din. Candidates may set such discussion in the context of the calling of the crusade (fall of Edessa) and the dilution of the specific aim to recover it, both in the Crusade appeal and in the preaching of Bernard of Clairvaux and in the way the crusade developed from the authorization of a crusade to include one against the Wends and the diversion of crusading effort in the Iberian peninsula. In addition once the crusade reached the Levant, it became clear that to re-take Edessa was impractical, Antioch had failed to persuade Louis to attack Aleppo and the council at Acre after much discussion agreed to attack Damascus.

- 3** **How successful was the Third Crusade?** [50]

No specific answer is looked for but candidates will need to assess the degree of success of the Third Crusade. In considering the arguments for success, candidates may address the aims of the crusade, the outcomes, and the historical context. Candidates may stress the historical context – the relative strengths of the Saladin, the weak position of the remaining crusader forces in the Holy Land, the lack of support from the Byzantine Empire – and the achievements of the campaign – the taking of Cyprus, the taking of Acre, the defeat of Saladin at Arsuf, and the negotiated truce which guaranteed the continued survival of the rump of the Kingdom of Jerusalem and the rights of pilgrimage. On the other hand, they may well consider the failure to take Jerusalem or decisively defeat Saladin as well as the divisions between Crusade leaders (Richard and Philip), the rivalries over who should be King of Jerusalem and the disintegration of the German effort after the death of Frederick Barbarossa. The key is the quality of assessment and balance.

The Renaissance from c. 1400- c. 1550**4 How important was noble patronage in the development of the Renaissance in Italy? [50]**

Candidates must deal adequately with the role of noble patronage even if they wish to argue that it was not important and that other factors were more significant. Many will argue that noble patronage was of great significance, however. Candidates may argue that patrons were not only the consumers of Renaissance art and architecture (and patrons of humanist writers), but also exercised an influence over its content and style. Candidates may well draw heavily on the evidence of Florence and the patronage of Strozzi and the Medicis, or on Venice and the role of the Doges. Candidates may draw a distinction between noble and Church and Guild patronage. Candidates may set the role of patronage against other factors that influenced the development of the Renaissance – the individual genius of particular artists, sculptors, thinkers and architects; the classical heritage, the city rivalry, the development of new techniques and so on. No specific answer is looked for.

5 To what extent was Renaissance art new? [50]

This question aims to elicit responses that discuss how far Renaissance artists added something new and different to what had existed before. Candidates may draw out a contrast between Medieval art and Renaissance art. They may, however, suggest that in many ways this was less innovation and more a return to Classical ideas and approaches. Other candidates may argue that, although Renaissance artists did draw inspiration from the works of Rome and Greece, they developed something innovative. They may draw on their knowledge of individual artists to illustrate their argument. They may point to the classical themes and the use of light and atmospheric colour that inspired much Renaissance art and the revival of free-standing sculpture, but stress the development of new techniques, the use of perspective, realism and the close observation of nature that is apparent in the works of artists from Masaccio onwards. They may also discuss the differences of subject matter in Renaissance art. No specific answer is looked for but the quality of exemplar material is likely to be a key discriminator.

6 To what extent was the Northern Renaissance different to the Italian Renaissance? [50]

Candidates may seek to draw out the similarities and differences between developments north and south of the Alps. Whilst they may explain the debt artists and thinkers north of the Alps owed to their study of developments in Italy, Candidates may well emphasise the differences in emphasis and outcome in the northern Renaissance. In developing their ideas candidates may refer to the importance of Rome and Italy more generally as a place of pilgrimage, art and learning (with its universities) to which scholars and artists from across Europe came. They may also point to the spreading of Renaissance ideas and influences via merchants and diplomats. Candidates may refer to the Italian influences apparent in the works of artists like Holbein and Dürer, but point out the differences – the realism of Holbein, the 'German strength and character' found in Dürer's work, and the protestant prejudice against religious art. They may also argue that whilst the Italian Renaissance was rich in its artistic development, this was less the case north of the Alps. Candidates may also stress the prominence of intellectual life north of the Alps, particularly in relation to Christian humanism. They may acknowledge the influence of Renaissance humanism, but argue that the development of Christian humanism that was less inspired by the examination of Greek and Roman classics and more by a concern to apply humanist ideas in a Christian context. In relation to this they may refer to the *Devotio Moderna* and the importance placed on the reading of scripture and the reality of religion. No specific answer is looked for.

Exploration and Discovery c.1445-c.1545**7 Assess the reasons why Portugal was able to establish an overseas empire in this period. [50]**

No specific answer is being looked for but candidates will need to discuss and evaluate a range of reasons to score well. Candidates may discuss some of the following reasons, some specific to Portugal, some more general. In relation to establishing an empire, candidates may discuss the significance of the capture of Cueta, and development of Madeira, the Azores and Cape Verde islands, the establishment of forts and trading posts on the African coast, Portuguese military superiority and destruction of rival fleets, and the exploitation of divisions in the political situation in Asia. Candidates may also stress the roles of individuals from kings like Henry the Navigator and John II to explorers like Diaz, da Gama and Cabral as well as crucial agreements with the Spanish (such as that over the Canaries in 1479 and the deal with Charles V in 1529 over the spice islands). Candidates may also consider the technological developments that made ocean travel possible: such as that of a suitable ocean-going vessel – the caravel, and the larger cargo vessel, the carrack- the development of the compass, astrolabe and Zacuto's method for calculating latitude. The development of gunpowder technology also enabled ships to be defended.

8 How important was Cortes in the acquisition of a Spanish empire in the Americas? [50]

Candidates must deal directly with the contribution of Cortes to the development of the Spanish Empire. However, they may assess importance by assessing Cortes' importance in relation to other individuals/factors. Candidates are likely to discuss Cortes' conquest of Mexico between 1519 and 1521 and assess his significance by the extent and thoroughness of his remarkable achievement with just 600 men, sixteen horses, a few small cannon and thirteen muskets in defeating the Aztecs and establishing Spanish control. Candidates may argue that Cortes' conquest effectively established the Spanish American empire and served as an example to be followed. They may make comparisons with Pizarro's conquest of Peru or Columbus's establishment of Spanish claims in the Caribbean. Against the role of the individual and military superiority, candidates may suggest that other factors – such as alliances with local groups and the devastation wrought by diseases brought by Europeans (especially smallpox) are also important. No specific answer is looked for.

9 Assess the impact of the Portuguese rule on their overseas empire. [50]

No specific answer is looked for. Coverage of different areas need not be balanced and the focus is likely to be on Asia. Candidates may argue that in this period the impact of the Portuguese empire was relatively limited. Portugal's main concern was trade and most of its imperial bases were essentially trading posts. Certainly, therefore, candidates may well discuss the impact on trade and trade patterns (the disruption and increase in trade as Portugal sought to monopolise the trade), particularly in relation to the spice trade (mainly pepper) and to Asian bases like Goa, Malacca, and Macao. Some may also argue that although these began as essentially trading posts, they did, over time, develop as colonies as hinterlands were exploited for plunder and tax/tribute. Around the coast of Africa fortified staging posts were established, but there was little attempt to colonise. Here, however, Portugal did become involved in the lucrative slave trade, exchanging European goods for human cargo. Candidates may also argue that this is not the whole picture, as in the islands of the coast of West Africa (Madeira and the Cape Verde Islands) active settlement took place and a thriving agriculture based on sugar was established. Similarly in Brazil, the east coast was settled for plantation agriculture supported by the export of slaves from Africa.

Spain 1469-1556**10 'Consolidating royal authority was more important than religion to Ferdinand and Isabella in their domestic policy.' How far do you agree?**

Candidates will need to discuss various areas of domestic policy in relation to the two factors cited. They may draw a distinction in some areas between the priorities of Ferdinand and Isabella. Candidates may argue that the priority in the first years was the consolidation of royal authority as they were faced with civil war and the need to secure the throne of Castile for Isabella. Thereafter the prominence of religion is more in question. Candidates may argue that whilst continuing to reinforce royal authority remained a priority as can be seen in their dealings with the nobility, finance and local government, religious motives were more ascendant, arguably for Isabella, in her policies towards Moors and Jews, reform of the Church and in relation to the conquest of Granada. No specific answer is looked for.

11 How serious were the problems Charles I faced from 1516 to 1524? [50]

Candidates may assess seriousness by, for example, the degree of threat to the Crown's authority, or to its stability. Candidates will need to identify and analyse a range of problems both inherited and of Charles' own making. Candidates are likely to discuss some or all of the following: the *Comuneros* and *Germania* revolts (the latter not fully resolved until the pardon issued in 1524); relations with the nobility; the tensions between towns and grandees; the problem of raising money via the Cortes of Castile, Aragon and other provinces; the privileges of the same; the appointment of ministers; Charles' delay in arriving and his subsequent absence; reconciling his rule of Spain with his other ambitions and commitments (and the use of Spanish resources to pursue them) and so on. No specific answer is looked for.

12 To what extent was Charles I's rule of Spain after 1524 a failure? [50]

No specific answer is looked for. Candidates may assess degree of failure by, for example, testing Charles' rule against aims, results and historical context; analysis may also consider success/failure 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's *monarchia* 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.

Charles V: International Relations and the Holy Roman Empire 1519-1559**13 Assess the reasons why Charles V faced difficulties in his relations with the princes. [50]**

No specific answer is looked for. Candidates may discuss the relative power of princes vis à vis the Emperor and point, for example, to the circumstances of the Emperor's election, his acceptance of their privileges and the lack of a standing army with which to enforce his will. They may also argue that Charles V's other commitments made it difficult for him to assert his authority within the Empire and this effectively meant the princes were able to at least hold on to their influence. Candidates may also argue that the difficulties these circumstances presented were exacerbated by the religious divisions caused by the Lutheran reformation. Charles could not take action against the Lutherans without the support of the princes (as is demonstrated by the events surrounding the Diet of Augsburg in 1529). Even when he seemed to have the opportunity to assert his power after the defeat of the Schmalkaldic League he was in the end forced to compromise.

14 To what extent did the spread of Lutheranism in the Holy Roman Empire depend on the attitude of individual princes? [50]

Candidates must deal adequately with role of individual princes even if they wish to argue that other factors were as or more significant. However, many are likely to argue a strong case in relation to individual princes, pointing, for example, to the role from early on of Frederick of Saxony, the difficulties facing Charles V in imposing his will without the support of the princes, the role of the Schmalkaldic League and the eventual acceptance of the principle that local rulers decided the religion of their territories in the Peace of Augsburg (*cuius regio, eius religio*). They may also point to the reluctance of many Catholic princes to take up arms against Protestant princes. Candidates may suggest therefore that without the support of the local ruler, the chances of Lutheranism spreading were small. Such discussion needs to be balanced against other considerations such as: the power of Luther's ideas; their spread (including the role of the printing press and the context of anti-papal feeling); the role of the towns, peasants, Imperial Knights; the distractions of Habsburg-Valois rivalry, his absences, his desire for religious division to be settled by a Church Council, the Ottoman threat that made consistent action by Charles difficult. No specific answer is looked for.

15 How successful was Charles V in dealing with the threats posed by France and the Ottomans?

Candidates may focus on the impact of the different commitments that Charles V's vast territories imposed upon him, that meant he could never focus on one issue for long. They may also argue that the resources available to Charles were limited in a number of ways (costs; no effective navy to counter the naval forces available to the Turks; the refusal of the German army to cross the frontier into Hungary) and that (as with the Turks) distance also limited what could be achieved. They may also argue that France was willing to use the Ottoman threat as a weapon in its wars with Charles and vice versa. Candidates may discuss the Ottoman threat in relation both to the Holy Roman Empire and Habsburg lands in Austria, Bohemia and Hungary, and to the Mediterranean. They may point to the aggressive and expansionist nature of the Ottoman Empire. In relation to France Candidates may point to the strength of France and the vulnerability of Charles' far flung territories. They may suggest there were successes (in the 1520s and 40s) but that these could not be sustained because of the other problems Charles faced.

Philip II, Spain and the Netherlands, 1556-1609**16 Assess the condition of Spain at the time of Philip II's accession in 1556.**

Candidates need to assess both strengths and problems. In discussing these, candidates may address some of the following areas: the relative unity of the kingdom Philip inherited and the benefits of Charles's splitting of his lands; the Church and religion; government and administration; importance of, and relations between, Castile and the other provinces; relations with the nobility; finance; the impact of the New World; the impact of foreign policy; the state of the economy. They may argue that the pattern of strengths and problems is not straightforward. The relative religious uniformity and strength of the Catholic Church could be considered a strength although the problem of the *moriscos* remained. Royal government, whilst dependent on the nobility at a local level, worked reasonably effectively at the centre through its councils and the bureaucracy of *letrados*. Many may argue that finance was an area of weakness – pointing to debts, partly because of noble exemption from taxation, but mainly because of the demands made on Castile especially by Charles' expensive commitments outside Spain. New World bullion was a source of finance but created its own problems. Many will argue that the economy was weak, burdened with heavy taxation, and the failure to use New World revenues effectively distorted the economy. No specific answer is looked for.

17 How far was Philip II personally responsible for the problems he faced in ruling Spain?

Candidates may consider some of the following areas: government and administration; relations with the nobility; faction; relations with Castile and the other provinces; finance; religion. They may discuss the impact of Philip's character and approach on the degree of efficiency/effectiveness in the administration (use of Councils, conflicts, role of the Grand Junta, role of secretaries and key personnel, like Perez). 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 in relation to the exclusion felt by the provinces; a factor in the Aragonese revolt. They may also spend some time discussing the weaknesses of financial administration and the policies adopted to deal with growing expenditure and debt. In relation to the Church and religion, candidates may discuss Philip's counter-Reformation credentials, backing of the Inquisition and policies towards the *moriscos* and heresy. Candidates may argue that whilst the impact of his centralized and personal style of rule had a detrimental impact in some areas, the link between this and success or failure is less clear in others. No specific answer is looked for.

18 Assess the reasons for the success of the northern provinces in the Revolt of the Netherlands.

Candidates should consider a range of factors throughout the period; these could include the activities of William of Orange in the 70's, reaching their height at the Pacification of Ghent in 1576, geographical factors and increasingly the economic factors with the rise of Amsterdam and the decline of Antwerp. Later reasons might include the part played by Maurice of Nassau in the military field (military reforms and the recovery of towns in the north-east) and Oldenbarnevelt in the diplomatic field as well as the contribution of foreign powers such as England. Weaknesses of Spanish forces – particularly because of financial difficulties – and diversions to England and France, might also be considered, but focus should be strongly maintained on Northern success rather than Spanish failure. No specific answer is looked for.

Paper Total [100]

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