

**History B**

Advanced Subsidiary GCE

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

**Mark Scheme for June 2011**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**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>
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>

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 and Warwick, 1461-71</b>  <b>Why did Edward IV become King in 1461?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration may be given to the failing of Richard, Duke of York to gain support for his claim to the crown and the determination of Queen Margaret and the Lancastrians to hold on to power</li> <li>• Responses may consider the role of the earl of Warwick in helping support Edward's claim and enthronement in February 1461 and his support for Edward in defeating the Lancastrians at Towton the following month, for which he was subsequently generously rewarded</li> <li>• Consideration may be given to the longer-term failings of Henry VI and the Lancastrians which had in turn contributed to the political instability from which Edward and Warwick profited – at least in the short term</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the intentions of the key players in the drama: Edward himself, Warwick, Queen Margaret and Henry VI</li> <li>• Explanation of the actions of these key players within a rapidly changing political and military context</li> <li>• Explanation of contemporary ideas of service, oath, loyalty and patronage</li> </ul>	[25]
	(b)	<p><b>How would you best explain the quarrel between Edward IV and the Earl of Warwick?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration may be given to the proposed French marriage of Edward, championed by Warwick, and the controversy surrounding the royal marriage to Elizabeth Woodville</li> <li>• Responses may consider the progressive marginalizing of Warwick domestically as Edward moved out of the political shadow of his mighty subject in terms of offering patronage and reward to others eg Rivers</li> <li>• Consideration may also be given to the context of the circumstances of Edward's accession to the throne and the debts which Edward owed to Warwick as 'kingmaker'</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of Warwick and the King, taking either a positive or negative line</li> <li>• Explanation of the events of 1461-71 and of the key role of Warwick within them</li> <li>• Exploration of contemporary ideas of dynastic continuity and stability, loyalty, patronage and honour</li> </ul>	[25]

Question Number	Indicative Content	Max Mark
2 (a)	<p><b>Edward IV's Second Reign, 1471-83</b>  <b>How would you best explain Edward IV's successful relations with his nobility between 1471 and 1483?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration may be given to the mostly harmonious relations which existed between Edward and his nobles and between the nobility themselves during the early years: Richard of Gloucester consolidated power in the north; Percy and Neville divisions healed, for example</li> <li>• Responses may examine, however, the disaffection of some, for example George, Duke of Clarence, and notably dissatisfaction with the influence of the Woodvilles</li> <li>• the Queen's fears (in the end justified) of plots to Prince Edward and the throne which also influenced relations with senior nobles</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of key players such as Edward himself, his Queen and his brothers, especially Richard of Gloucester: dynastic ambitions? self-preservation? patronage and power?</li> <li>• Explanation of the actions of key players in a changing dynastic and political context</li> <li>• Explanation of contemporary ideas of justice, kingship, dynasty service and loyalty, and consideration of the circumstances in which loyalties could be cast aside</li> </ul>	[25]
(b)	<p><b>Why were foreign powers a threat to the kingdom of Edward IV?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Regarding Scotland, responses may consider that Edward IV moved from initial alliance with the Stewarts to an attempt to revive the claim of English sovereignty over Scotland in 1480 and his brother, Gloucester, invaded with some success in 1482</li> <li>• Relations with Burgundy were rarely straightforward but mostly positive: Edward's sister married Charles of Burgundy but the duke's support when Edward invaded France was lukewarm</li> <li>• Regarding France, Edward's invasion of 1475 proved ultimately unsuccessful in terms of military victory or land but profitable in terms of pension</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of Edward's likely intentions in his dealings with the states in question, within the context that rivalries within the kingdom of France had played a key role in both the Readeption of Henry VI and the restoration of Edward IV</li> <li>• Explanation of the king's diplomatic, political and military actions towards the three states</li> <li>• Explanation of contemporary views of nationality, patronage, service, loyalty and rebellion</li> </ul>	[25]

Question Number	Indicative Content	Max Mark
3	<p data-bbox="240 266 284 293"><b>(a)</b></p> <p data-bbox="400 266 1098 293"><b>Tudor Finale: The Reign of Elizabeth I: 1558-1603</b></p> <p data-bbox="400 331 1310 423"><b>The problem posed by Mary Queen of Scots Why were the Scots outraged by the behaviour of Mary Queen of Scots?</b></p> <p data-bbox="400 465 948 492">Key content for this question may include:</p> <ul data-bbox="400 501 1294 801" style="list-style-type: none"> <li>• Consideration may be given to Mary's turbulent private life and her marriages to Darnley and Bothwell and the political consequences in Scotland and England of these matches</li> <li>• The dynastic position of Mary in relation to the respective crowns of France, Scotland and potentially to England may be considered</li> <li>• Elizabeth's interests in the religious and political affairs of Scotland may be considered, linked as they were to those of France and to the security of the English northern borders</li> </ul> <p data-bbox="400 840 1038 866">Approaches adopted by candidates may include:</p> <ul data-bbox="400 875 1305 1137" style="list-style-type: none"> <li>• Explanation of the respective motivations of Mary, of the Scottish lords who exiled her, and of Elizabeth may be offered, with a sense of how and why these intentions may have changed over time</li> <li>• Explanations of Mary's actions at a personal and political level</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]
	<p data-bbox="240 1187 284 1214"><b>(b)</b></p> <p data-bbox="400 1187 1294 1245"><b>Why did Mary Queen of Scots become involved in plots against Elizabeth?</b></p> <p data-bbox="400 1283 948 1310">Key content for this question may include:</p> <ul data-bbox="400 1319 1294 1653" style="list-style-type: none"> <li>• Consideration of the details of the plots with which Mary was associated, for example the Ridolfi Plot, the Throckmorton Plot and the Babington Plot – correspondence intercepted from the latter was instrumental in the decision to execute Mary</li> <li>• Responses may consider the diplomatic, political and military contexts of England's relations with France and Spain in particular</li> <li>• Responses may consider the wider context of plots against Elizabeth, for example the revolt of the Northern Earls in 1569 and continued agitation to return England to the Catholic fold</li> </ul> <p data-bbox="400 1691 1038 1718">Approaches adopted by candidates may include:</p> <ul data-bbox="400 1727 1305 1962" style="list-style-type: none"> <li>• Explanation of the respective motivations of Mary and Elizabeth and consideration of how and why these may have changed over the long period in which Mary was held in captivity</li> <li>• Explanation of Elizabeth's actions, for example the decision to imprison Mary rather than to exile or execute her</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>Cultural Renaissance: <i>Gloriana</i> and the Cult of Majesty</b></p> <p><b>How would you best explain the flowering of the arts in Elizabeth's reign?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of portraiture and miniatures (eg Hilliard) may be offered, together with details of great portraits eg Sieve Portraits, Armada Portrait; of poetry (with the queen celebrated as Astraea) and of literature including Edmund Spenser and drama including Marlowe and Shakespeare; likewise architecture and music (eg Tallis and Byrd)</li> <li>• Responses may consider the political necessity for such works: propaganda? publicity? and the economic circumstances which allowed them to be produced</li> <li>• Responses may consider the extent of royal and noble patronage and commission of such works</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of artists, authors, patrons and commissioners of works of art</li> <li>• Explanation of the actions of patrons and artists</li> <li>• Explanation of contemporary ideas about the monarchy, glory, honour and femininity</li> </ul>	[25]
	(b)	<p><b>Why was there a Cult of Majesty during Elizabeth's reign?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Responses may give consideration to, for example, Spenser's <i>Faerie Queen</i> and its dedication to Elizabeth, and/or to the great portraits such as the Ditchley or the Rainbow Portrait</li> <li>• Consideration may be given to the difficult political context of the final years of Elizabeth's reign: the deaths of key advisers, the emergence of new political figures in the Privy Council</li> <li>• Responses may consider the degree, if at all, to which works of art were subject to censorship and control</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of Elizabeth's likely intentions in wishing to control her own imagery and propaganda for domestic and external consumption</li> <li>• Explanation of royal actions as above</li> <li>• Explanation of contemporary beliefs and attitudes about monarchy, the person of the Queen herself, patronage and commission</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>Socialism, Trade Unionism and the Rise of Labour c1890-1906</b></p> <p><b>How would you best explain growing support for Socialism around 1900?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the economic and political contexts of Socialism including links to trade union demands for improved pay, conditions and the eight-hour day, typified by the match-girls' strike of 1888 and the great dock strike of 1889</li> <li>• Responses may consider the influence in the 1890s and 1900s of socialism, whether moderate (eg Fabian Society) or more militant (eg SDF) and its attraction to mostly middle class members, and of socialist and union leaders such as Keir Hardie and Annie Besant</li> <li>• Consideration may be given to such causal factors as the ferment of ideas within Britain, France and Germany which contributed to the discussion and refinement of various strands of socialist thinking; consideration may also be given to a growing awareness of shortcomings in working-class health, housing and working conditions</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of some socialist and union leaders, politicians and thinkers in offering this new platform: humanitarian? political?</li> <li>• Explanation of the actions of these leaders and of their political rivals and opponents</li> <li>• Explanation of contemporary ideas about the role of the government and of philanthropy; the influence of German and French syndicalism and socialism; negative towards capitalism weighed against positive attitudes towards workers and their families and poorer groups in society</li> </ul>	[25]

Question Number	Indicative Content	Max Mark
	<p data-bbox="240 264 284 293"><b>(b)</b></p> <p data-bbox="400 264 1315 293"><b>Why was the Labour Representation Committee created in 1900?</b></p> <p data-bbox="400 331 948 360">Key content for this question may include:</p> <ul data-bbox="400 367 1299 734" style="list-style-type: none"> <li data-bbox="400 367 1299 495">• Consideration may be given to the participation of the SDF (at first), the Fabian Society and the Independent Labour Party in the creation of the LRC, with Ramsay MacDonald as its Secretary;</li> <li data-bbox="400 501 1299 562">• the common aim was to increase working-class representation in Parliament</li> <li data-bbox="400 568 1299 629">• Responses may consider the pivotal role played by Keir Hardie in establishing the LRC</li> <li data-bbox="400 636 1299 734">• Consideration may be given to a political context which had hitherto seen little support for the ILP nationally, for example in the 1895 General election</li> </ul> <p data-bbox="400 779 1038 808">Approaches adopted by candidates may include:</p> <ul data-bbox="400 815 1315 1077" style="list-style-type: none"> <li data-bbox="400 815 1315 875">• Explanation of the possible intentions of Hardie, Hyndman and the Fabian leadership</li> <li data-bbox="400 882 1315 981">• Explanation of the actions of leading socialists, trade unionists and ILP supporters in offering a political alternative at Westminster to Salisbury's Conservatives or the Liberals</li> <li data-bbox="400 987 1315 1077">• Explanation of contemporary ideas about and attitudes towards working-class representation locally and nationally, and towards social reform</li> </ul>	<p data-bbox="1358 264 1417 293"><b>[25]</b></p>

Question Number		Indicative Content	Max Mark
6	(a)	<p><b>War, Disunity and Collapse: 1914-22</b></p> <p><b>Why did Lloyd George become Prime Minister in 1916?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the circumstances in which Lloyd George took office: his success as Minister of Munitions, his resignation from the government and the subsequent popular campaign for his advancement, and the resignation of Asquith in December 1916</li> <li>• Responses may consider Asquith as a war leader, eg the 'shells scandal' and the creation of a coalition government</li> <li>• Consideration may be given to the personal qualities which Lloyd George possessed or was thought to possess which made him a strong candidate for the post of Prime Minister</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of Lloyd George himself and of some leading campaigners on all sides and in the press in advancing his claims</li> <li>• Explanation of the actions of Lloyd George and his political supporters, and of Asquith and other key players</li> <li>• Explanation of contemporary ideas about wartime leadership, patronage, government powers and control of the armed forces and its leaders</li> </ul>	[25]
	(b)	<p><b>How would you best explain the collapse of the Coalition Government in 1922?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The immediate circumstances of the fall of Lloyd George's coalition in the famous Carlton Club meeting where backbench Tories accepted Baldwin's view that the coalition should end</li> <li>• Consideration of the split within the Liberal Party with Asquith's Independent Liberals and the consequences of this</li> <li>• Consideration of the political difficulties which the government had faced since 1918 over Ireland, public spending cuts and the 'honours scandal'</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of leading and ordinary Conservatives in breaking away from the post-1918 Coalition</li> <li>• Explanation of the actions of leading political players such as Bonar Law, Lloyd George and others</li> <li>• Explanation of contemporary ideas about and attitudes towards 'presidential' leadership, social reform and public spending</li> </ul>	[25]

Question Number		Indicative Content	Max Mark
7	(a)	<p><b>The End of Consensus: Britain 1945-90</b></p> <p><b>The Heath Government (1970-74): the beginning of the end of consensus</b></p> <p><b>How would you best explain the emergence of the New Right during the period 1970-74?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the political and economic context of industrial unrest and strikes which saw the abandonment of the so-called Selsdon policies (which may be outlined) and an economic U turn in 1972 which some Tories opposed</li> <li>• Consideration of the role of the Centre for Policy Studies and the ideas of Milton Friedman and others which were attractive to some senior Tories including Sir Keith Joseph</li> <li>• Consideration of ideas characteristic of the New Right including the deregulation of business, lower public spending, trade union law reform and the privatisation of nationalized industries</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of senior Conservatives such as Edward Heath, Sir Keith Joseph, Anthony Barber and Margaret Thatcher</li> <li>• Explanation of the actions of these senior Conservatives</li> <li>• Explanation of contemporary ideas about and attitudes towards the trade unions, economic reform and the welfare state</li> </ul>	[25]
	(b)	<p><b>Why was there industrial strife during the period 1970-74?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of political and economic events such as the 'Barber Boom' and the Industrial Relations Act which led to confrontations with powerful trade unions, especially the miners' union, the latter resulting in a three-day week beginning in late 1973</li> <li>• Responses may consider the economic context of unemployment and inflation, together with oil price increases in 1973 which the Heath government was trying to address</li> <li>• Consideration of the actions and attitudes of prominent union leaders such as Joe Gormley</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of leading Conservatives such as Heath, Chancellor Anthony Barber, prominent union leaders and other key players</li> <li>• Explanation of the actions and reactions of Heath and both political supporters and opponents to the union opposition of these years</li> <li>• Explanation of contemporary ideas about democracy, trade unions, government and authority</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>Why did the domestic policies of the Thatcher government of 1979-83 divide public opinion?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of key Thatcherite policies such as raising interest rates and cutting money supply, reducing public spending and putting legal restrictions on trade unions, lowering direct but raising indirect taxation</li> <li>• Reference to demands for an economic U turn, unemployment exceeding 3 million</li> <li>• Consideration of the legacy of the 'Winter of Discontent' and the famous 'Labour Isn't Working' campaigns</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of Thatcher herself and her prominent ministers such as Geoffrey Howe (Chancellor) and Nigel Lawson and Nicholas Ridley (Financial Secretaries to the Treasury) in advocating monetarist or Thatcherite policies</li> <li>• Explanation of the actions of Mrs Thatcher</li> <li>• Explanation of contemporary ideas about the role of the government in tackling inflation, cutting money supply and public spending, for example, and ideas about the power of trade unions</li> </ul>	[25]
	(b)	<p><b>Why did the Conservatives win the General Election of 1983?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the role of the Falklands War – was this a 'khaki election'? – in boosting Thatcher's personal reputation and that of her party</li> <li>• Consideration of the role of the economic policies of the Thatcher government and an assessment of their contribution to the electoral victory</li> <li>• Consideration of the shortcomings of the Labour Party, led by Michael Foot, suffering divisions over unilateral nuclear disarmament and damaged by the departure of senior figures such as Shirley Williams and Roy Jenkins to join the Social Democratic Party</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of Mrs Thatcher, her leading supporters and political opponents</li> <li>• Explanation of the actions of Michael Foot, Mrs Thatcher and leading ministers and advisers</li> <li>• Explanation of contemporary ideas about sovereignty, Europe, nuclear weapons and institutional reform, for example of the House of Lords</li> </ul>	[25]

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