

History B

Advanced Subsidiary GCE

Unit **F983**: Using Historical Evidence – British History

Mark Scheme for January 2011

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Generic Mark Scheme for Unit 3 Question 1(a), 2(a), 3(a), 4(a)

Maximum mark: 35

Allocation of marks within the Unit: AO1: 15; AO2: 20 (AO2a: 10; AO2b: 10).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 1	13-15	9-10	9-10
Level 2	10-12	7-8	7-8
Level 3	7-9	5-6	5-6
Level 4	4-6	3-4	3-4
Level 5	1-3	1-2	1-2
Level 6	0	0	0

	AO1 Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 1	<p>Uses sound knowledge and understanding of changes and developments across the period to evaluate sources. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible.</p> <p style="text-align: center;">13-15</p>	<p>Evaluates sources of evidence in their historical context: makes sophisticated inferences from the sources, makes an informed use of the provenance of the sources and cross-references the sources to reach a reasoned and supported conclusion.</p> <p style="text-align: center;">9-10</p>	<p>Shows a sound understanding that interpretations are dependant on the available evidence and how it is interpreted. Suggests and justifies, through a sophisticated use of sources and knowledge, an amended or alternative interpretation.</p> <p style="text-align: center;">9-10</p>
Level 2	<p>Uses knowledge and understanding of changes and developments across the period to make inferences from sources. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.</p> <p style="text-align: center;">10-12</p>	<p>Evaluates evidence from sources in their historical context: makes inferences from the sources, makes an informed use of the provenance of the sources or cross-references the sources to reach a supported conclusion.</p> <p style="text-align: center;">7-8</p>	<p>Shows an understanding that interpretations are dependant on the evidence that is inferred from sources. Uses interpretations of the sources to support and challenge the interpretation and reaches an overall conclusion.</p> <p style="text-align: center;">7-8</p>
Level 3	<p>Uses some knowledge and understanding of changes and developments across the period to go beyond face value reading of sources. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity.</p> <p style="text-align: center;">7-9</p>	<p>Makes inferences from the sources and cross-references the sources to reach a conclusion. Some simple evaluation. References to the provenance of the sources are not developed in context.</p> <p style="text-align: center;">5-6</p>	<p>Shows some understanding that interpretations are dependant on sources of evidence. Uses evidence inferred from sources to test the interpretation by showing how they support and disagree with it.</p> <p style="text-align: center;">5-6</p>

	AO1 Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 4	Uses knowledge of the period to evaluate sources for bias, suggest missing information. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Makes simple inferences from the sources. Makes claims of bias, exaggeration and lack of typicality. Cross-references information from sources. 3-4	Uses evidence inferred from the sources to test the interpretation by showing either how they support it or disagree with it. 3-4
Level 5	Knowledge is used to expand on the information contained in the sources. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Uses sources in isolation. Extracts relevant information from sources at face value. 1-2	Matches information in the sources to show how the interpretation is right and/or wrong. 1-2
Level 6	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	No use is made of the sources. Misunderstands sources. 0	No successful matching of information or evidence to the interpretation. 0

Generic Mark Scheme for Unit 3, Question 1(b), 2(b), 3(b), 4(b).

Maximum mark: 15

Allocation of marks within the Unit: AO1: 5; AO2: 10 (AO2a: 10; AO2b: 0).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 1	5	9-10	0
Level 2	4	7-8	0
Level 3	3	5-6	0
Level 4	2	3-4	0
Level 5	1	1-2	0
Level 6	0	0	0

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 1	<p>Good and detailed knowledge and understanding of the characteristics of the period and changes and developments across the period, used to support analysis of sources.</p> <p style="text-align: center;">5</p>	<p>Explains, with examples from most of the sources, that the value of sources depends on the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources. Candidates will also show knowledge of the range of sources used for studying this period.</p> <p style="text-align: center;">9-10</p>
Level 2	<p>Reasonable knowledge and understanding of the main characteristics of the period and the main changes and developments across the period used to support analysis of the sources.</p> <p style="text-align: center;">4</p>	<p>Explains, with examples from some of the sources that the value of sources depends on most of the following issues: the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources even if one side of the explanation is stronger than the other. Candidates will show awareness of some of the types of sources used for studying this period.</p> <p style="text-align: center;">7-8</p>

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources. 3	Explains, with examples from some of the sources that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period. 5-6
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources. 2	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified. 3-4
Level 5	Some knowledge of the period but not used to support the analysis of the sources. 1	Fails to use the sources but explains some valid issues associated with historical sources generally. 1-2
Level 6	Little knowledge of the period – not used to support the analysis of the sources 0	Fails to use the sources but identifies some valid issues associated with historical sources generally 0

1 The Impact and Consequences of the Black Death in England up to the 1450s

The impact of the Black Death on individuals.

Interpretation: The Black Death was mainly a threat mainly to the younger members of society.

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take the sources at face value. Use your own knowledge of the period to interpret and evaluate them.

- (a) Explain how far sources 1-7 support this interpretation. You may, if you wish amend the interpretation or suggest a different interpretation. If you wish to do this you must use the sources to support the changes you make. **[35]**
- (b) Explain how these sources are both useful and raise problems and issues for a historian using them. **[15]**

Knowledge and Understanding

Candidates may use their wider knowledge to discuss the sources with other evidence. It will probably be the case that candidates challenge the interpretation, it would be difficult not to given the sources and the context that will be the basis of the 'own knowledge' part of the response. Better responses will modify the interpretation, however, and discuss the mechanics of the spread of disease, attempts to combat disease and the impact on different groups within society.

Evidence from the Sources that can support the interpretation

Source 5 gives limited support, the issue is the order in which people died.

Source 6 directly supports the interpretation.

Source 7 gives limited support; note the religious reasons for the impact of the plague on children.

Evidence from the Sources that challenges the interpretation

Source 1 presents a balanced case with a range of social classes and ages dying.

Source 2 has the death of a powerful and, presumably wealthy, abbot. Own knowledge could extend the use of this source pointing to the disproportionate deaths amongst some members of ecclesiastical foundations simply due to the age of those infected.

Source 3 points to low levels of mortality at Canterbury due to high quality sanitation. Own knowledge can extend this to discuss how the plague was spread and how conditions at Canterbury worked against the infestation of the monastery by plague-carrying rats rather than the quality of water alone. This source makes no direct reference to age, it refers to other factors. The source can be used to argue that good sanitation could limit the impact of the plague; bad sanitation would be an equal threat to all.

Source 4 presents a balanced account with a range of social groups and ages dying. Candidates can extend the debate by discussing the medical evidence in this source.

Evaluation of Sources:

The chronological range of the sources shows that the impact of the Black Death was dependent on a number of factors and these factors remained constant across the period. The imagery in the later part of source 1 'little children on their shoulders' can be used to analyse the emotional impact of death and its representation in literature. Source 2 & 3 can be cross referenced; both are monastic houses yet in 3 the plague has little impact due to good sanitation. Sources 3 & 4 can be cross referenced with sanitation and medical intervention being discussed. Sources 2 & 4 contradict each other with regard the survival, or not, of the elderly. 4 is not an ecclesiastical source and candidates may use this knowledge to question its typicality and/or the reliability of the source. 3 is a modern work and is therefore an interpretation of medieval evidence. 5, 6 & 7 can be cross referenced: 6 is obvious in its conclusions about the fifth outbreak of plague, 5 may be used to modify the interpretation in relation to the second outbreak of plague. 7 is a classic medieval rationale for the impact of the plague on the innocent.

Judgement:

Candidates are likely to come to the conclusion that the impact of the plague on different groups in society was dependent on many different factors and that the interpretation is crude in the extreme. Better candidates might question the sources themselves as medieval writings that come to conclusions without the benefit of modern medical knowledge. The religious aspects of the sources might be used to explain their conclusions, so too the common image of the levelling of society by the plague.

Question (b)

As a set the sources provide limited use in an evaluation of the demographic impact of the plague due to the lack of contemporary medical understanding and lack of systematic record-keeping of births and deaths. The problems that this has posed modern interpretations of the spread of the Black Death are common to all studies. Candidates should analyse the uses and limitations of the ecclesiastical sources with an understanding of the religious explanations for the spread of the plague that were common in the sources of the period in conjunction with an understanding of medieval medical knowledge and theory. Source 3 is a modern work, and should be evaluated taking into account all the associated implications of a writer with hindsight and modern knowledge. 4 is not an ecclesiastical source and can be compared with the religious sources to establish typicality and purpose.

Candidates may consider the extent to which the sources are useful for different enquiries about the period, for example focusing on the extent of knowledge of hygiene, the contemporary response to the plague and the impact of religious ideas on medieval ideas.

2 Protest and Rebellion in Tudor England, 1489-1601

The Causes of Rebellions

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

Interpretation: Local issues caused rebellions in Tudor England.

- (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make. [35]
- (b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]

Knowledge and Understanding

Candidates should use their knowledge of the rebellions referenced in the sources. The focus should be on the causes of rebellions. They may expand on what is implied in the sources, for example Source 1 refers to the Cornish tax rebellion, while Source 6 refers to the position and status of Mary, Queen of Scots. They may use their knowledge of omitted causes to evaluate the sources. For example the rebels' demands in Source 5 omit those concerning religion, while the grievances of the common people are not included in Source 6.

Evidence from the Sources that can support the interpretation

Source 1 refers to the grievances about tax and the previous year's rebellion which encouraged Cornishmen to join Warbeck.

Source 2 refers to local issues with regard to the dissolution of the monasteries: the relative poverty of the north and the reliance on monastic charitable giving.

Sources 4 and 5 reinforce each other in explaining the problems specific to East Anglia – enclosure of common land and the rents for reed ground and meadows.

Evidence from the Sources that can challenge the interpretation

The rising which Source 1 describes was caused by the issue of succession/claim to the throne. The dissolution of the monasteries, the immediate cause of the rebellion in Source 2 was instigated at national level, and the articles in Source 3 reinforce the dissatisfaction with issues at national rather than local level.

The demands issued by Kett's rebels, while given a local slant, reflect widespread issues – the problems of enclosure and inflated rents.

The rebel earls in Sources 6 and 7 were motivated by personal ambition, although candidates might consider that there would have been no rebellion of the northern earls without there being local grievances.

Evaluation of Sources

Candidates may usefully cross-reference Sources 3 and 4 to show the build up of grievances that were not adequately addressed by the government.

They may also cross-reference Sources 6 and 7 as representing problems caused by faction and the withdrawal of royal favour.

In terms of reliability, candidates may question how representative of the full range of grievances most of the Sources are. In all cases bar perhaps Source 7 some relevant grievances are omitted, so selectivity could be raised as an issue.

Candidates may refer to the provenance of Source 2, being a statement made at the request of the king after Aske's capture. Similarly, Source 6 is Northumberland's answers to official questions.

Candidates may question who devised the rebels' lists of demands, particularly in the selection given in Source 3, with its gentry concerns regarding the Statute of Uses and the lowly origins of the king's ministers.

Judgement

Candidates should produce a balanced answer as the evidence is mixed, with a need to consider how the sources may be evaluated before drawing a conclusion. The judgement certainly needs some amendment as the Essex rebellion (Source 7) can hardly suggest it can be sustained unaltered. However, a minor amendment with limited exception may be deemed sufficient to satisfy the evidence. Alternatively candidates may make greater amendment, based for example on linking national and local grievances, or they may focus on the differences between causes associated with different classes of rebels.

Question (b)

As a set the sources cover many of the main rebellions of the period, so are useful for enquiries about the causes, but particularly in relation to the reasons those of higher social status rebelled. Inevitably for this period they reflect the concerns of the literate, although not always those of the highest status. Such uses and problems must be developed in relation to specified sources and in context.

Candidates may consider problems with accounts by those who had been arrested (Sources 3 and 5), with the authorities anxious to deter further rebellion, and the leaders of rebellions under threat of the death penalty for treason. Not only are motives on each side significant, but the conversations were recorded by the authorities. Candidates will need to refer to specific instances within the sources where these factors could or do present problems.

Candidates may consider the importance of contextual knowledge in determining which extent to which causes were reactive, localised, national, personal, and so on.

3 Radicalism, Popular Politics and Control 1780-1880s

Supporters of Radicalism

Interpretation: Radicalism was supported by working-class men in the period 1780 to the 1880s.

- (a) Explain how far Sources 1-7 support this interpretation. You may if you wish amend the interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make [35]

Knowledge and understanding

Candidates may use their knowledge to develop/explain the evidence in the sources that support/challenge the interpretation, for example knowledge of the nature of radicalism in the 1780s (Source 1), knowledge of the Luddites for Source 2, knowledge of the Tolpuddle Martyrs and of unionism, opposition to it and relevant legislation (Source 3), knowledge of Chartism (Source 4), knowledge of reduction in radicalism in the middle of the century and of other approaches used for advancement. (Sources 5 and 6), knowledge of Liberalism, Chamberlain and Whigs (Source 7).

Candidates may use their knowledge to check the claims being made in the sources, for example, the extent of the threat in the extent and gravity of the real threat in Source 1, the typicality and extent of events such as those described in Sources 2 and 3, the extent of the role of women in Chartism (Source 4), the extent of working class reformism and the typicality of events described in Sources 5 and 6, the accuracy of the claims being made in Source 7.

Candidates may use their knowledge to make an informed use of the provenance of the sources, for example the purpose of Source 1, the fact that the speech in Source 2 is being made by a Lord yet is sympathetic, the attitudes and purpose of the landowner and magistrate in Source 3, the purpose of Source 6, the views and purpose of Chamberlain in Source 7.

Candidates may question the typicality of the material in the sources as a whole including the omission of sources for the post-war period after 1815, the omission of sources about the 1830s and reform, the omission of sources about the period 1850-1880, the omission of sources about mass unionism.

Candidates may use their knowledge of radicalism across the period to compare their knowledge of patterns of increases and decreases in working-class men's support over time with that suggested by the sources.

Evidence from sources that can support the interpretation

Source 1 - clearly anti-landed classes and in favour of more equality for the working class.

Source 2 - Luddites acting against authority by smashing machines.

Source 3 - evidence of attempts by workers to form a union. Reaction by the authorities.

Source 4 - suggests that women were not involved in radicalism.

Source 5 - the author clearly thinks that the working classes must keep separate and keep to their radicalism.

Evidence from the sources that can be used to challenge the interpretation

Source 1 - written by a radical, not necessarily a member of the working class or representative of them.

Source 2 - it can be argued that the Luddites were reactionary, rather than radical.

Source 4 - suggests there are those who are keen for women to take a role in radicalism - so it is not just men involved.

Source 5 - suggests that the working class are losing their radicalism and are ready to compromise with the middle class.

Source 6 - suggests that the working class were being turned into moderates and losing their radicalism.

Source 7 - suggests that radicalism was being led by people like Chamberlain, or even taken over by Whigs.

Evaluation

The purpose of sources in context can be considered eg 1,2,3,4,6 and 7. Sources can be cross-referenced eg Sources 5 and 6. The question has to be asked of some of the sources how are they useful as evidence - what they mean to tell us or what they really tell us about the attitudes of the author-artist. Contextual knowledge can be used to check the claims being made in the sources.

Judgement

There is evidence for both sides of the argument so the original interpretation is clearly inadequate as far as these sources are concerned. There is also scope to interpret and use some of the sources in different ways. There is some evidence for a qualified interpretation that considers the issue over time. For example, there is some evidence to argue that the sources support the statement up until the middle years of the nineteenth century, then Sources 5 and 6 suggest the working classes lost their radicalism and became more moderate. Source 4 also requires the interpretation to be amended because of the involvement of women. Source 7 suggests that the working classes have lost the leadership of the radical movement. Much might depend on the candidate's definition of radicalism, for example, were the Luddites radical? There is scope to suggest that radicalism was opposed by the authorities, that women were involved as well as men, and that there are serious reservations that can be made about the involvement of the working class in radicalism - how much evidence is there here that they actually supported it? Some of these sources are about others trying to persuade them to be involved, others show the working classes compromising, and others show other in control.

(b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]

There are issues to be raised about individual sources. Some sources are clearly trying to create an impression and persuade others - they have a purpose (Sources 1 and 3). Some provide us with unwitting testimony (Source 4).

Sources can be cross-referenced: Sources 5 and 6 support each other in suggesting a drop in working class participation in radicalism.

As a set the sources are deficient in a number of ways - periods not covered, important examples of radicalism not covered such as post-war unrest, agitation for the Reform Bill, mass TUs. Few of the sources are actually by members of the working classes. Several are by others writing about the working classes.

The usefulness of the sources might be considered in relation to enquiries concerning participation in radicalism, views about social class in the period, or views about the role of women in this period.

4 The Impact of War on British Society and Politics since 1900

The changes brought about by war.

Interpretation: War has had little effect on British society since 1900.

- (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. [35]

Knowledge and Understanding

In order to interpret the sources, candidates will need to know something about the ways in which wars have affected different aspects and groups within British society. In this collection of sources, reference can be made to issues of health, housing, social security and jobs, as well as to the broader effects on the status and role of women.

Evidence from the sources that can be used to support the interpretation

Source 1 and Source 2 appear to support the interpretation if taken at face value – Source 1 shows that recruitment for the Boer War raised issues about the health of the working classes and shows that this was taken seriously – a committee was established and its report makes dire predictions about the future. Source 2 suggests that the solutions lie in improved housing and standards of living. Source 3 also appears to strongly support the interpretation by suggesting that aspects of the lives of women were ‘revolutionised’ by war. This could be developed by explaining the ways in which women had been mobilised in the war and by commenting on the political and social effects of the war on women (the source only refers to ‘industrial’ effects). Source 5 can be read in different ways depending on which pieces of the data are considered. To support the interpretation, the steepest increases were in office and unskilled work. In Source 6, great claims are made about the significance of the Beveridge Report – ‘the creator of the kind of post-war world people wanted to see’ and this can be supported by Source 7 which shows how the NHS was different to pre-war medical provision.

Evidence that can be used to challenge the interpretation

Source 2 needs to be cross-referenced to Source 1 as it shows that the health concerns raised in Source 1 had not gone away a generation later. Although Source 3 seems to support the interpretation, the lasting effects of the war on women need to be considered, particularly that returning soldiers took jobs back and there was resentment against women who stood in their way by trying to continue working. Source 4 confirms the view of the early sources that although World War One pricked the national conscience it did little of lasting impact. A very cynical, pessimistic view is given of what happened to the ‘heroes’ of 1914-18. Source 5 can be used to challenge the interpretation in a number of ways. There is not strong evidence to suggest that wars benefited women’s chances of gaining managerial work or becoming employers and the source could be criticised more generally as it does not necessarily show that any changes were because of wars.

Evaluation of sources

There are opportunities to cross-reference the evidence in the sources. Sources 1, 2 and 4 form a narrative on whether wars have improved the health and lives of soldiers. Source 3’s claim can be examined by referring to the statistics in Source 5. Sources 6 and 7 can also be cross-referenced. A number of the claims made in the sources need to be examined more closely than a face-value reading allows. Wider knowledge of context can inform the reading of Source 3 and Source 5 – some candidates might be able to introduce other explanations of changes in women’s lives for example.

Judgement

Candidates can use the sources and their contextual knowledge to produce a balanced view of the effects of wars. There is evidence to suggest that wars have raised expectations of change but that these were frustrated, especially after World War One. Candidates might see that factors other than war (especially the extension of the franchise in 1918 and beyond) have contributed to social change and the actual effects of wars have been marginal. More of a case could be made for the Second World War and the election of a reformist Labour Government as significant in bringing about lasting social changes and candidates might speculate whether the current 'War on Terror' will have lasting effects.

(b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]

The purposes of sources can be discussed by using, for example, source. Source 2 is a piece of electioneering by Lloyd George and while his sentiments may have been genuine, the audience that he was appealing to needs considering. Candidates might consider the bias / reliability of Source 3 – Millicent Fawcett was leader of the Suffragist movement and clearly had a vested interest in claiming that women did well out of the war. Her claim needs examining in a wider temporal context before it can be accepted. Source 6 is useful to historians at showing attitudes towards Beveridge at the time among those who worked with him, in parliament and on the wider public. Candidates could consider the typicality of some of the evidence in the sources. Source 4 presents a very strong opinion about the mis-treatment of World War One veterans – was this a typical view? (this broadcast elicited strong reactions at the time). Candidates might find it easier to ask about the selection of evidence in the table – not all types of employment have been included, there is no data for 1941 as there was no census taken and the data stops in 1961 (would these trends be different if later information had been added?) Historians could ask questions of Source 1 – how had this state of affairs come about? Why do the report authors think that the health of working men could have such an effect on the future of the British Empire?

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