

Mark Schemes for the Units

January 2010

J415/MS/10J

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History A (J415)

MARK SCHEMES FOR THE UNITS

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2(a) Briefly describe Hippocrates' clinical method of observation.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: observe the patient/symptoms of a disease, record what is seen, record how the patient progresses/the disease develops. Studying the whole patient. The resulting notes will be helpful in the future. Doctors more likely to find the right cure if they seek the cause of the disease carefully.

Eg *'This meant studying the patient carefully, looking at their colour and other things about them. The doctor should also study how they change during the illness.'* (2)

3(a) Briefly describe the Theory of the Four Humours.**Target: AO 1**

1 mark for each valid features identified, 2-3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Features might include: phlegm, blood, yellow bile, black bile, staying in balance, balanced diet, exercise helps keep them in balance, they increase in different times of the year, treatments based on the theory.

Eg *'The Theory of the Four Humours was a theory about why the body got ill. It said that the body was made up of humours and if they got out of balance the person would become ill.'*

3(b) Explain why religious beliefs were used to explain and treat illness in the Middle Ages.

Target: AO 1 and 2

- Level 1 General assertions (1)**
Valid, but general answers. No specific contextual knowledge.
Eg *'They used religious ideas because they had nothing else. They were a very religious people.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Examples include: Loss of rational ideas from the Ancients, the growing power of the Church, the conservatism of the Church, the Church taught that disease was a punishment by God for people's sins, monasteries controlled education/books, the teachings of the Church, the Church ran most hospitals, lack of understanding of real causes eg germs
or
Describes religious explanations of disease eg the Black Death
(2-4)
- Level 3 Explains one specific reason (5-6)**
Award 6 marks for one reason explained and another identified
Eg *'Religious ideas were used because all of Western Europe became Christian and the Church was very powerful. There was a church in every village and ordinary peasants got all their ideas from the priest. This gave the Church enormous power and it believed that everything was created by God and illness was a punishment from him. So people believed this.'*
- Level 4 Explains more than one specific reason (7)**

4(a) Briefly describe the career of Mary Seacole.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: worked as nurse/doctor in Jamaica, worked as a midwife, dealt with cholera in Panama, went to Britain and volunteered to go to Crimea, went at own expense, set up the 'British Hospital', nursed soldiers, returned to Britain bankrupt, newspapers held an appeal for her, benefit concert held for her.

Eg *'Mary Seacole did a lot to help the soldiers in the Crimea. She set up the British Hospital and kept soldiers clean and fed. She personally looked after the soldiers and often went into battle to help them.'* (3)

4(c) 'The work of Fleming was the most important factor in the development of penicillin.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.
Eg *'I don't think Fleming was the most important factor. I think that there were lots of other factors that helped a lot. Without them penicillin would not have been developed.'*

Level 2 Identifies reasons why Fleming was important or why other factors were important (3)

Specific contextual knowledge demonstrated but no explanation. Reasons might include: Fleming – discovered penicillin, writes about it, understands it is significant, his article seen by Florey and Chain; other factors – Lister had used penicillin, Fleming's experiences in First World War, Florey, Chain, Second World War, American government, industry.

Level 3 Identifies reasons why Fleming was important and why other factors were important (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains reasons why Fleming was important or why other factors were important (5-6)

Eg

Level 5 Explains reasons why Fleming was important and why other factors were important (7)

Level 6 Compares the importance of Fleming with that of other factors and provides an argument for why one more important than the other or why equally important (8)

These answers do not have to be fully developed as far as the reasons are concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid - allow original, unusual but valid attempts.

CRIME AND PUNISHMENT THROUGH TIME

1(a) Study Source A. What impressions of medieval justice do these two cases give? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1** **Surface descriptions of the details in the sources – no impressions** **(1)**
Eg *'These two cases show that when someone murdered someone they were punished. It also shows that people were cruel – they sat their children in fires.'*
- Level 2** **Unsupported but valid impressions** **(2-3)**
Eg Harsh, fair, compassionate, unfair on women.
- Level 3** **Supports one valid impression by explanation using the sources** **(3-4)**
Eg *'I think this shows that medieval justice was harsh on women. This is because both Walter and Katherine were charged with the crime but only Katherine was found guilty. They let the man off.'*
- Level 4** **Supports two valid impressions by explanation using the Sources** **(5)**

1(b) Study Source B. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1** **Answers based on everyday empathy/unsupported assertions**
(1)
 Eg *'No because they were cruel in those days and this is what it was like.'*
- Level 2** **Answers that identify a contextual reason for being surprised**
(2)
 Eg *'I am surprised because prisons then were violent places.'*
- Level 3** **Answers that identify a contextual reason for not being surprised**
(3)
 Eg *'I am not surprised because people did visit prisoners in those days,'*
'I am not surprised because prisons were overcrowded.' *'I am not surprised because Elizabeth Fry did a lot of work in prisons.'*
 An alternative way of answering the questions would be to explain the fear of witches at the time.
- Level 4** **Answers that explain a contextual reason for being surprised**
(4)
 These answers will develop Level 2 answers. They will probably explain the dreadful conditions in prisons for women.
- Level 5** **Answers that explain Elizabeth Fry's work as a reason for not being surprised**
(5)
 Eg *'I am not surprised by this source. This is because Elizabeth Fry went into prisons and improved conditions for women and their children. She made sure the children were educated and the women were taught useful skills such as sewing. Before her work prisons were immoral and dirty places. She introduced order and discipline.'*

2(a) Briefly describe the different ways people were tried in Anglo-Saxon times.

Target: AO 1

1 mark for each valid method identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Methods might include: by ordeal, by hot iron, by hot water, by jury.
Do not allow trial by battle.

Eg 'They tried people by using juries. These juries were made up of local people who knew the prisoner. They would be able to say whether he was guilty from what they knew about him as a person. (3)

2(c) How far was the system of law and order less harsh by the end of the Middle Ages? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
Eg *'I think it was no better. They were very brutal times and things did not get less harsh at all. The punishments were still terrible.'*
- Level 2 Identifies examples of the system being less harsh or more harsh (3)**
Specific contextual knowledge demonstrated but no explanation.
Examples might include: more harsh - death and mutilation replaced the wergild, outlawed if refused to attend court, more public executions; less harsh - benefit of clergy, more use of stocks and fines, trial by ordeal was dropped, women who were pregnant could not be hanged, rich could buy pardons, other could become approvers.
- Level 3 Identifies examples of the system being less and more harsh (4)**
Specific contextual demonstrated but no explanation.
- Level 4 Explains examples of the system being less or more harsh (5-6)**
Eg *'I think that the system of law and order was less harsh at the end of the Middle Ages. This was because benefit of clergy was introduced. If you could read a passage from the Bible out loud you were handed over to be dealt with by church courts and not the king's courts. This meant that you could not be executed.'*
- Level 5 Explains examples of the system being less and more harsh (7)**
- Level 6 Supports an argument about 'how far' (8)**
These answers do not have to be fully developed as far as the content is concerned. However there must be a supported argument about 'how far' - allow original, unusual but valid attempts.

3(a) Briefly describe how vagrants were punished in the sixteenth century.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: whipped, returned to place of birth, slavery, execution branded, burning an ear, put in House of Correction, banishment.

Eg *'They were branded by being whipped and sent back to the parish where they were born because it was their job to support beggars.'* (3)

4(a) Briefly describe the type of policing that took place around 1800.

Target: AO 1

1 mark for each valid type/method identified, 2-3 marks for any that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Types/methods might include: constables and watchmen appointed in villages and towns, horse patrols to deal with highwaymen, Bow Street Runners, newspapers like the Hue and Cry passed on information about criminals, Thames River Police.

Do not allow Peel, Metropolitan Police or 'Peelers'.

Eg *'Each village and town appointed watchmen. They were useless especially in the growing towns where they could not cope with the growing amounts of crime.'*

(3)

5(b) Study Source B. Would members of Elizabeth's government have accepted what Campion said in Source B? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 General answers (1)**
These answers will not demonstrate any contextual knowledge.
Eg *'I think they might have done. They would have probably trusted him as he sounds trustworthy.'*
- Level 2 Assertions/explanations that they would disagree with him because he was a Jesuit/Catholic (2-3)**
These answers will fail to deal with what Campion is saying about involvement in religion/politics.
- Level 3 Answers based on the assumption that they would have agreed with him that he should not be interfering in politics (4-5)**
Award 5 marks for some contextual explanation.
- Level 4 Answers using contextual knowledge to explain why they would not agree with the argument he is making about keeping religion and politics separate (6)**

5(c) Study Source C. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Answers based on everyday empathy (1-2)**
Eg they are surprised that he would say this after having his hand cut off, they are surprised that they would cut a hand off for simply writing a book.
- Level 2 Answers that assert valid reasons for not being surprised (3-4)**
Award 4 marks for responding at this level to two points in the source. These answers will respond to one or more points in the source with a valid assertion eg not surprised he is punished because he is a Puritan, not surprised he say what he says because he was loyal to the Queen
- Level 3 Answers that contextually explain a reason for not being surprised about one aspect of the source (5-6)**
- Level 4 Answers that contextually explain reasons for not being surprised about two aspects of the source (7)**
There are three aspects to react to: gathering of vagrants leading to dangers of crime; the crowds presenting a danger of crime eg pickpockets, riots or the crowds being manipulated by the government's enemies, the government always got nervous when crowds gathered; the sickness - a danger of the plague or disease spreading quickly because of people in contact with each other.

6(a) Briefly describe how Elizabeth used portraits.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: to hide her aging, to present her in a favourable light, to produce images for coins and medals so people could see her, portraits for nobles to hang in their houses, to give people a sense of who she was to encourage loyalty, to celebrate victories like the Armada, to show she was strong, legitimate, wealthy, wise.

Eg 'Elizabeth used portraits to show people that she was strong and successful. Most people would never see her so Elizabeth had to put forward an image of herself that people could be loyal to.' (4)

6(b) Explain why Elizabeth went on progresses.**Target: AO 1 and 2**

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions | (1) |
| | Valid, but general answers. No specific contextual knowledge.
Eg <i>'She went on these to enjoy herself and have a good time.'</i> | |
| Level 2 | Identifies specific reasons | (2-4) |
| | Specific contextual knowledge demonstrated but no explanation.
Reasons include: so people could see her, to develop relationship with nobles, to ensure parts of the country were loyal and under control, to save money. | |
| Level 3 | Explains one specific reason | (5-6) |
| | Award 6 marks for one reason explained and another identified. | |
| Level 4 | Explains more than one specific reason | (7) |

7(a) Describe what happened to the Spanish Armada.

Target: AO 1

1 mark for each valid example, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: leaves Lisbon, hit by storms, repairs necessary, into English Channel, fights English fleet, goes into Calais, Battle of Gravelines, Armada blown into North Sea, around Scotland, ships wrecked by storms and on rocks, past Ireland and back to Spain, only some ships survived.

Eg *'The Armada was defeated by the English fleet at Gravelines and was then blown up to Scotland where many of the ships were sunk. It was a disaster.'*

BRITAIN, 1815–1851

5(a) Study Source A. Why was this source published in 1831? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1** **Answers based on surface information in the source** **(1)**
Eg *'This source was published to show people what these places were like. It shows you what Dunwich was like. It was a ruin by the sea.'*
- Level 2** **Answers that identify it was published for something to do with parliamentary reform - not explained** **(2)**
- Level 3** **Answers that use contextual knowledge to explain either the context of the campaign for reform in 1831 or to explain the message about the need for parliamentary reform** **(3-4)**
Eg *'This source was published to say that the electoral system needed to be reformed. It shows three pocket boroughs. These places had so few people living there that the landlord could control all the voters. They were in his pocket. This was happening when large cities like Manchester had no MPs at all.'*
- Level 4** **Either both types of Level 3 or explains the purpose of the source in context - to persuade people of the case for reform** **(5)**

5(c) Study Source D. What is the message of this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1** **Answers that suggest it was published to amuse people or a surface description of what is happening in the source** **(1)**
Eg *'It was published to show some people trying to push a great big charter through a small hole.'*
- Level 2** **Answers that infer a valid message but fall short of what the cartoonist is saying** **(2-3)**
Award 3 marks to answers that are developed through some contextual knowledge
Eg *'I think this was published to tell people that the Chartists were delivering their Charter to Parliament.'*
- Level 3** **Explains the big message of the cartoon** **(4-5)**
Award 5 marks to answers that are developed through some contextual knowledge.
Eg *'This cartoon was published to show people that Parliament was never going to accept the demands of the Chartists because it simply demanded much more than they were willing to give like votes for all men.'*
- Level 4** **Explains the purpose of the cartoonist in context** **(6)**
Award 7 marks to answers that are developed through some contextual knowledge.
Eg *answers might argue that the cartoonist was trying to get people to regard the Charter as a waste of time.*

6(a) Briefly describe the problems that faced the builders of the Liverpool and Manchester Railway.

Target: AO 1 and 2

1 mark for each valid problem identified, 2-3 marks for any problem that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Problems might include: getting permission for the railway, opposition from landowners and canal owners, crossing Chat Moss, crossing the Sankey Brook, boring a tunnel through solid rock at Edgehill, Mount cutting.

Problems that relate to railways in general but not Liverpool-Manchester in particular. = max of 3 marks.

Eg *'The problems were that they had to build the area over a great big marsh. The danger was the railway would sink into the bog. This was a big problem. (2)*

7(a) Briefly describe the living conditions of the working classes in towns.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples include: overcrowding, back-to back, poorly built, damp houses, lack of sanitation, no sewers, lack of fresh water.

Eg 'Some people lived in dreadful conditions. Their houses were small and built of cheap materials. They had no gardens and there could be several families living in the same house.' (2)

THE AMERICAN WEST, 1840–1895

5(a) Study Source A. How useful is this painting as evidence of the life of cowboys in the American West? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- | | | |
|----------------|--|--------------|
| Level 1 | Rejects source because of its date
These answers will simply state that the source is not useful because it was painted too late or when Russell was no longer working on ranches. | (1-2) |
| Level 2 | Accepts the source because Russell had worked on ranches | (3) |
| | or | |
| Level 2 | Uses source for surface information - no contextual explanation | (3) |
| Level 3 | Uses contextual knowledge to explain how the source is useful
<i>Eg 'This painting is useful as evidence about cowboys because it shows you what they did at the end of a long drive when they had just been paid. They went straight to the saloon and got drunk. They would have been doing tough unpleasant work on the long drive and would need some relaxation.'</i> | (4-5) |
| | or | |
| | Uses contextual knowledge to explain how this picture does not represent cowboys lives | (4-5) |
| Level 4 | Both types of Level 3 | (6-7) |

5(b) Study Source B. Who do you think was doing the wire cutting, cattlemen or homesteaders? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 **Answers based on assertions** **(1-2)**

These answers will simply assert with no contextual support.

Eg *'I think it is the cattlemen because this is what they would be doing. They needed to cut the wire because it was a nuisance.'*

Level 2 **Identifies a contextual reason for one group or the other** **(3)**

Eg *'I think it is the cattlemen doing this because the wire is in the way of their cattle.'*

Level 3 **Contextual knowledge used to explain why it would be the cattlemen** **(4-5)**

Eg *'I think it would be the cattlemen because they needed to be able to get their cattle to water holes. Sometimes the fences would fence off the water holes and stop the cattle from getting to them. Water was always a problem on the Plains and this is why it is the cattlemen cutting the wire.'*

or

Contextual knowledge used to explain why it would not be the homesteaders

(4-5)

Level 4 **Contextual knowledge used to explain why it would be the cattlemen and in addition explains either why it would not be the homesteaders or explains the homesteaders possible role ie putting the wire there** **(6)**

Eg *'I am not surprised by this source because the author seems to have a low opinion of the Indians. She says that they are scowling and they might attack them in the night. She makes them sound horrible. This is not surprising because a lot of people at that time thought the Indians were savages and the people on the wagon trains were afraid of meeting them.'*

6(a) Briefly describe how Joseph Smith started the Mormon movement.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: dug up some golden plates, translated the signs, helped by Moroni, kept secret by a blanket. The story they wrote down. Book of Mormon. Finder of plates to restore the church of Christ in America, and prepare for the second coming. Starts in Kirtland, Mormons flock there and buy up land and property, soon dominated by Mormons.

Eg 'Joseph Smith claimed he had dug up some golden plates that told a completely different story from the Bible. He set up the Mormons because no other Church was preaching the truth and got ready for the return of Christ. Lots of people joined him.'

6(b) Explain why Joseph Smith was murdered in 1845.

Target: AO 1

- Level 1 General assertions (1)**
Valid, but general answers. No specific contextual knowledge.
Eg *'He was murdered because he was very unpopular. He upset people so it is no surprise that he got murdered.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Reasons include: introduction of polygamy, set up a state within a state in Illinois, had own army, Smith's decision to stand for President, Mormon attitude of superiority over everyone else.
- Level 3 Explains one specific reason (5-6)**
Award 6 marks for one reason explained and another identified.
Eg *'Smith was murdered because he introduced polygamy and this made him very unpopular. The idea that you could have more than one wife was a dreadful idea for all those people who were not Mormons. They thought it went against Christian teachings. They were also worried about a population explosion by the Mormons and them outnumbering everyone else. So people were afraid of Smith and the Mormons and this is why he was murdered by a mob.'*
- Level 4 Explains more than one specific reason (7)**

- 6(c) 'The team work of the Mormons was the most important reason why they made a success of their lives at Salt Lake.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

- Level 1 General assertions (1-2)**
 Eg *'I think this was the most important reason. They were able to work together and this was really important and explains why they were successful.'*
- Level 2 Identifies specific reasons/examples - team work or other factors being important (3)**
 Specific contextual knowledge demonstrated but no explanation of the reasons.
 Reasons include: team work - no private ownership of land, land shared out, no private ownership of water, built irrigation ditches together, new towns developed in Utah through team work; other reasons - self sufficiency, became an independent territory (and later a state), the Perpetual Emigrating Fund, Smith's leadership.
- Level 3 Identifies specific reasons/examples - team work and other factors being important (4)**
 Specific contextual knowledge demonstrated but no explanation of the reasons.
- Level 4 Explains specific reasons/examples - team work or other factors being important (5-6)**
 Eg *'I think the most important reason was the Perpetual Emigrating Fund. For the Mormons to be successful at Salt Lake they needed lots of people. They sent missionaries all round the world to win converts and a fund was set up to pay for the converts to get to Salt Lake. This was very important in making the Mormons stronger and bigger.'*
- Level 5 Explains specific reasons/examples - team work and other factors being important (7)**
- Level 6 As for Level 5 but in addition explains whether on balance they think one was more important than the other (8)**
 These answers do not have to be fully developed as far as the reasons on each side are concerned.
 However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.

7(a) Briefly describe the main features of the lives of the Plains Indians.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: nomadic, depended on the buffalo, believed in the Great Spirit, lived in tepees, used a travois to move possessions around, lived in bands and tribes, the men hunted, the women put up the tipi, loaded the travois, old people went off by themselves to die.

Eg *'The Plains Indians followed the great herds of buffalo around. They depended on the buffalo for everything - for their food and clothing.'* (3)

7(b) Explain why the Plains Indians were able to win the Battle of the Little Big Horn.**Target: AO 1 and 2**

- Level 1 General assertions (1)**
Valid, but general answers. No specific contextual knowledge.
Eg *'They won the battle because they were stronger and they had the best tactics.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Reasons include: large gathering of Indians, Custer does not wait for Gibbon and others, Custer splits his men, Custer disobeyed orders, Custer isolated, Custer's desire for glory, Indians had latest repeating rifles, some of Custer's weapons were faulty leadership of Crazy Horse.
- Level 3 Explains one specific reason (5-6)**
Award 6 marks for one reason explained and another identified.
Eg *'I think the Indians were able to win because of the leadership of Crazy Horse. He gathered together the latest collection of Indians ever known - this took Custer by surprise. It was Crazy Horse who attacked Crook and inflicted big casualties on his men. Then he joined up with Sitting Bull which made him really strong. He was then able to overwhelm Custer and his men. His decision to fight a pitched battle was a new one for the Indians and caught Custer by surprise. This shows what a good leader he was.'*
- Level 4 Explains more than one specific reason (7)**

GERMANY, 1919–1945

5(a) Study Source A. What is the message of this cartoon? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Surface description (1)**
Eg *'This cartoon shows a polling booth with lots of soldiers all over it. Hitler is in someone's pocket.'*
- Level 2 The cartoon is interpreted at face value (2)**
These candidates will suggest that the message of the cartoon is that Hitler wants the people to decide.
- Level 3 Valid interpretations that do not get as far as the big message (3-5)**
These answers will show some understanding that Hitler does not want free elections or that people will be told who to vote for, or that Hitler is not his own boss.
Eg 'I think the message of this cartoon is that Hitler will not support democracy. You can see that the Nazis are crawling all over the polling booth to force people to vote for them.'
- Level 4 Answers that understand that the cartoonist is saying that Hitler is under the control of the forces of reaction and that together they do not want democracy/freedom (6)**
- Level 5 As for Levels 3 or 4 but in addition the answer is explained through some understanding of the context of 1933 in Germany (7)**

5(b) Study Sources B and C. Do these two sources agree about the Night of the Long Knives? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1** **Answers that claim they are both about the Night of the Long Knives** **(1)**
- Level 2** **Answers explain that they both say Hitler crushed his opponents/Hitler was victorious** **(2-3)**
Award 3 marks if content of at least one source used as support.
- Level 3** **Answers that explain the impression given of Hitler's actions by one source** **(4-5)**
Eg '*I think these sources are different because Source B gives the impression that Hitler is really great. It talks about him having courage and sorting out traitors by himself. Source C does not give this impression.*'
- Level 4** **Answers that compare the impressions given of Hitler's actions by the two sources** **(6-7)**
These will explain that Source B presents Hitler as a hero while Source C shows him a very different light eg a bully, a murderer. Award higher mark for good use of the source(s) to support the Answer.

5(c) Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Not surprised because knows there was a fire at the Reichstag (1)

Level 2 Answers based on everyday empathy regarding Hitler (2)
Eg 'I am surprised because I would have thought that Hitler would have been in control of everything.'

Level 3 Not surprised because Hitler would want to blame the Communists or because Hitler had framed the Communists for this (3-4)
Award higher mark for better contextual explanations.

Level 3 Surprised because Hitler did frame the Communists so it is surprising he is not sure (5)

Level 4 Not surprised because although Hitler may have known about this he would not want the journalist to know the Communists were being framed (6)
Eg 'It is not surprising that Hitler is saying to the journalist that he is not sure if the Communists were responsible because although the Nazis may have started the fire to be able to blame the Communists he would not want the journalist to know this. So he is pretending he does not know.'

6(a) Briefly describe the terms of the Treaty of Versailles.

Target: AO 1

1 mark for each valid term identified, 2-3 marks for any terms that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Terms might include: war guilt, reparations, air force disbanded, army reduced, navy limited, Rhineland demilitarised, Germany lost land – Alsace-Lorraine, Danzig, West Prussia, the Saarland. Overseas colonies lost.

Eg *'The Treaty of Versailles reduced the German army to 100,000 men and allowed them to have just six battleships. Germany also had to pay reparations for war damage.'* (4)

6(b) Explain why Germany faced many difficulties in the years 1919–1923.**Target: AO 1 and 2**

- Level 1 General assertions (1)**
Valid, but general answers. No specific contextual knowledge.
Eg *'It faced difficulties because things were not going very well. There were all sorts of problems that needed sorting out.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Examples include: extremists from both right and left, Spartacists, weak government, the power given to the Freikorps by the government, the Kapp Putsch, occupation of the Ruhr, inflation, the Munich Putsch.
- or**
- Describes the crises/difficulties (2-4)**
- Level 3 Explains one specific reason (5-6)**
Award 6 marks for one reason explained and another identified.
Eg *'Germany faced many difficulties because the government was regarded as very weak. When the government signed the hated Treaty of Versailles it was seen as weak. One group that was very angry with the Treaty was the army or the Freikorps and in 1920 they tried to overthrow the government.'*
- Level 4 Explains more than one specific reason (7)**

7(a) Briefly describe the activities of the Gestapo and the SS.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any example that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: tapped telephones, used informers, spied on people, intimidated Germans into obedience, arrested people without trial, tortured them, ran concentrations camps where opponents were put.

Eg *'The SS was Hitler's private army. They went round beating up anybody who did not support Hitler. They put opponents into concentration camps and tortured them there. A lot of communists were put in these camps.'* (3)

A952/21: Developments in British Medicine, 1200–1945

1 Study Source A.

What does this source tell you about surgery in 1800? Use the source and your knowledge to explain your answer. [6]

Level 1: Answers which describe surface features of the source. [1-2]

This source tells us they did operations in 1800.

Level 2: Answers which make unsupported inferences. [3-4]

Operations must have been painful. (3) They must also have been done in dirty conditions. (4)

1 mark per unsupported inference.

Level 3: Answers which make supported inferences. [5-6]

Operations must have been painful. You can tell by the look on the patient's face that he is in pain. (5) They must also have been done in dirty conditions. Those carrying out the operations are wearing normal clothes, so this is not very hygienic. (6)

1 mark per supported inference.

2 Study Source B.

How useful is this source as evidence about the use of chloroform? Use the source and your knowledge to explain your answer. [8]

Level 1: Answer based on provenance/source type or date. [1-2]

I don't think this source is very reliable. It's just from a letter. (1)

Level 2: Answer based on what detail it provides. [3]

This source is very useful. It says that women should endure pain during childbirth because that was what God wanted.

Level 3: Answers based on typicality or limitations of source content. [4-5]

We do not know how typical this opposition was. It does not tell us whether these views are representative of all doctors. It is also from 1849. We do not know whether people were more prepared to use chloroform after that date. (5)

OR: Answers based on inferences about the use of chloroform. [4-5]

This source is very useful. It shows that some people opposed the use of chloroform. It appears from the source that some people were against it because it was not 'natural' or that it was against 'the laws of Nature'. It says that women should endure pain during childbirth because that was what God wanted. (5)

Inference with no support = 4 marks

Inference with support = 5 marks

Level 4: Both elements of L3. [6-7]

Level 5: Uses contextual knowledge and/or cross-reference to other sources to place this source in its historical context. [8]

This source is not very useful. We do not know how typical this opposition was. It does not tell us whether these views are representative of all doctors. It is also from 1849. We do not know whether people were more prepared to use chloroform after that date. Source C shows that Simpson himself was aware of opposition to his discovery even in 1847. However, when Queen Victoria was given chloroform in 1853 and spoke so highly about it (Source F), this opposition began to decline. Even religious leaders began to think that if the Queen, who was after all, the Head of the Church, was in favour of it, then perhaps they should lend their support too. So this source is useful, because it shows that chloroform was opposed at first, even though that opposition was overcome later on.

3 Study Sources C and D.

Does Source C make you surprised by what John Hall says in Source D? Use the sources and your knowledge to explain your answer. [9]

Level 1: Yes or no without support from the sources [1-2]

Yes I am surprised. Why would he say that after what Simpson had done?

OR: Analyses sources but does not address the question. [1-2]

Level 2: Explains whether surprised or not by Source C or D. Only one source used. [3]

Level 3: Yes or no based on what is said in Source C and Source D [4-6]

Yes I am surprised. Why would he say that after what Simpson had done? It is obvious that Simpson had proved the benefits of using chloroform as an anaesthetic when he says 'all pain is destructive and fatal'. When John Hall talks about how 'it is better to see a man scream lustily than to fall silently into his grave' he obviously hasn't got a clue what he is talking about. (5)

Level 4: Both elements of level 3 [7-8]

Yes I am surprised. Why would he say that after what Simpson had done? It is obvious that Simpson had proved the benefits of using chloroform as an anaesthetic when he says 'all pain is destructive and fatal'. When John Hall talks about how 'it is better to see a man scream lustily than to fall silently into his grave' he obviously hasn't got a clue what he is talking about. However, I am also not really that surprised. In Source D, Hall warned that chloroform might not work for gunshot wounds. This doesn't mean he opposed its use in other procedures. In any case, because he was a Chief of Medical Staff in the army, perhaps he thought it did not fit with the manly image of the army to be using anaesthetics during surgery in the field of battle. (6)

Level 5: Level 3 plus use of detailed contextual knowledge or specific cross-reference outside sources C and D [9]

I am not really that surprised. Simpson's discovery was not generally accepted until some years later. It was only after 1853, when Queen Victoria spoke of the benefits of using chloroform when giving birth, that people began to be more accepting of this new anaesthetic. It says this in Source F. Even in 1870 it is obvious that some people still opposed anaesthetics. The cartoon proves that some people thought that operations using anaesthetics increased the chances of death. I know from my own knowledge that the use of chloroform actually increased the death rate from surgery for a time, as surgeons performed more complicated operations.

4 Study Sources E and F.

How similar are these sources as evidence about the use of chloroform? Use the sources and your knowledge to explain your answer. [9]

Level 1: Answers based on provenance or dates [1-2]

They are similar because they are both written in the nineteenth century. They are both personal accounts. (2)

Level 2: Answers based on topic. [3]

Yes they are similar. They both talk about the use of chloroform.

Level 3: Simply describes the two sources and then concludes 'so they are similar'. [4]

Level 4: Answers which see similarities OR differences and provide support from sources [5-7]

I think that they are very similar. They both seem to be relieved about having chloroform during their operation. In Source E, Margaret Matthewson says she 'breathed a sigh of thankfulness'. In Source F, Queen Victoria says that chloroform was 'mild, calming and beautiful beyond belief'. (6)

Level 5: Answers which see similarities AND differences and support from sources [8-9]

I think both sources are similar because they both seem to be in favour of the use of chloroform. In Source F, Queen Victoria says it was 'mild, calming and beautiful beyond belief'. In Source E, Margaret Matthewson says that she 'breathed a sigh of thankfulness'. However, Margaret doesn't seem to be totally convinced. She said she felt very sick and that the chloroform left a 'horrid' taste for some time after. Although she seems glad to have had the operation, she does not seem to welcome the use of chloroform quite as much as the Queen.

5 Study Source G.

Why was this source published at that time? Use the source and your knowledge to explain your answer. [8]

Level 1: Answers based on the surface information of the source. [1]
It was published to show people operations in hospitals.

Level 2: Explains context without getting to the message or purpose of the source. [2-3]

Level 3: Answers that assert but do not explain that the message was to show people how poor operations in hospitals were. (Not developed) [4]
This cartoon was published to show everyone how unhealthy the operations in hospitals were.

Level 4: As for Level 3 but explained through use of details in the cartoon or contextual knowledge. (Message developed). [5-6]
This cartoon was published to show everyone how unhealthy operations in hospitals were. You can see that people enter the hospital and wait for their operation in a clean bed. Then they have their operation and they leave the hospital in a coffin. Operations could not have been unhealthier than that!

OR: Purpose undeveloped. [5]

Level 5: Purpose developed (from source only). [7]

Level 6: As for Level 4 or 5 but contextual knowledge used to explain why the source was published in 1870. (Bringing context, message and purpose together). [8]
This cartoon was published in 1870 because there was still opposition to the use of anaesthetics. The cartoon was published to show everyone how unhealthy operations in hospitals were. You can see that people enter the hospital and wait for their operation in a clean bed. Then they have their operation and they leave the hospital in a coffin. Operations could not have been unhealthier than that! Since the discovery of anaesthetics, the death rate from operations had actually increased. Sometimes, patients were given an overdose of anaesthetics and this proved fatal. Also, anaesthetics encouraged surgeons to carry out longer and more complicated operations and patients died from infection and bleeding. This cartoon was probably published to warn people of the continuing dangers of going into a hospital for an operation.

6 Study all the sources.

‘People welcomed the use of chloroform.’

How far do the sources on this paper support this view? Use details from the sources and your knowledge to explain your answer. Remember to identify the sources you use.

[10]**Level 1: Answers which do not use sources****[1]**

At this level candidates just write about anaesthetics and ignore the sources.

Level 2: Non specific source use ie no supporting detail, no reference to source by letter or quote**[2-3]**

At this level candidates may talk of ‘the sources’, ‘Some sources’, or even identify sources without using the detail in them.

Level 3: Uses source(s) to support OR oppose interpretation**[4-6]**

I agree with this statement. Source E describes how a patient had a complicated operation which would probably not have been possible before the development of chloroform. She was very relieved to have been given it during the operation. (Y) Source F also shows that Queen Victoria was pleased to have used chloroform during the birth of her eighth child. She says chloroform was ‘beautiful beyond belief’. (Y) Simpson was clearly in favour of its use. In Source C he says that ‘all pain is destructive and fatal’. (Y)

Level 4: Uses source(s) to support AND oppose interpretation**[7-9]**

I agree with this statement. Source E describes how a patient had a complicated operation which would probably not have been possible before the development of chloroform. She was very relieved to have been given it during the operation. (Y) Source F also shows that Queen Victoria was pleased to have used chloroform during the birth of her eighth child. She says chloroform was ‘beautiful beyond belief’. (Y) Simpson was clearly in favour of its use. In Source C he says that ‘all pain is destructive and fatal’. (Y) However, the person who wrote Source B was clearly against chloroform. It says that God wants women to go through pain during childbirth, so the use of chloroform was not ‘natural’. (N) In Source D, John Hall says that using chloroform whilst treating gunshot wounds might lead to a greater number of deaths. He thinks it is better for the surgeon to feel the patient struggling in pain. (N)

In L3 and L4, award marks within the range based on the quality of source analysis and the range of sources used.

Award up to TWO marks for ANY consideration of the reliability, sufficiency etc of source but mark must not exceed 10.

- To score in L3/L4, there must be source use, ie direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the sources is not enough.

When marking, indicate each valid source use for ‘little contribution’ with ‘Y’, and ‘N’ if the candidate makes a valid point about the contribution made by quack doctors to caring for the ill and supports it from a quoted source.

A952/22: Developments in Crime and Punishment in Britain, 1200–1945

1 Study Source A.

What can you learn from this source about people's beliefs in the seventeenth century? Use the source and your knowledge to explain your answer. [6 marks]

- | | | |
|----------------|--|--------------|
| Level 1 | Repeats details of the source
ie no valid inferences, just quoting from the source.
<i>eg I can tell that the sincere belief in harmful witchcraft was universal.</i> | [1-2] |
| Level 2 | Valid inference(s)
ie about the beliefs of people in general.
One inference = 3 marks, two = 4 marks
<i>eg I can tell they believed in witches.</i> | [3-4] |
| Level 3 | Valid inference(s), supported
ie uses content of Source A to show how inference can be made.
One supported = 5 marks, two = 6 marks.
<i>eg I can tell they believed in witches because it says that it was natural for them to think that there were people who could use harmful magic.</i> | [5-6] |

2 Study Sources B and C.

Why do you think Hopkins wrote the letter (Source C)? Use the sources and your knowledge to explain your answer. [8 marks]

- Level 1 Commonsense reasons, ie no use of either Source B or C [1]**
eg He was a busy man, I'm sure he must have written to lots of places telling them about his work.
- Level 2 Reasons given in Source C [2-4]**
*ie these answers show no awareness of the significance of Source B
eg He says he is writing the letter because he has received a letter from someone in Great Staughton who wants him to go and search there for witches/because the vicar there is soft on witches etc.*
- Level 3 Because of Source B, explained [5-7]**
*ie he needs to respond to the criticisms in Source B, but these answers do not understand the bad faith/threats in the letter.
eg He wrote the letter because the vicar of Great Staughton had written a pamphlet in which he mocked Hopkins' witch-hunting, so Hopkins wanted to put the situation straight.*
- Level 4 Because of Source B: uses Source C to show how Hopkins tries to threaten/intimidate the audience [8]**
eg He wrote the letter because the vicar of Great Staughton had written a pamphlet in which he mocked Hopkins' witch-hunting. So in the letter he tries to frighten the people of Great Staughton by saying he will pay a sudden visit.

3 Study Source D.

How useful is this source as evidence about the work of Matthew Hopkins? Use the source and your knowledge to explain your answer. [9 marks]

- Level 1 Undeveloped provenance [1]**
eg It's very useful because it's from a pamphlet that Hopkins wrote himself.
OR
Unexplained assertions
eg It's not useful because it's biased in Hopkins' favour.
- Level 2 Useful for what it shows OR not useful for what it does not show [2-4]**
ie about the work of Hopkins taken at face value.
eg I think it is useful because it shows the familiars of the witches/not useful because it doesn't show how Hopkins tortured his victims.
- Level 3 Both aspects of L2 [5]**
OR
Useful as evidence of what Hopkins wanted people to believe about witches
- Level 4 Not useful: unreliable because this obviously did not happen [6]**
eg This can't be useful because it's obvious that witches did not have familiars so this can't have happened.
- Level 5 Not useful: explained lack of reliability because of bias/purpose of Source D [7-8]**
eg This can't be useful because it is so unreliable. By 1647 people were beginning to criticise Hopkins. This book was obviously just meant to make him look good and to answer his critics. You can see the picture is trying to glorify him by dressing him in a posh cloak and calling him Witchfinder-General.
- Level 6 Useful as evidence of how/the way in which Hopkins wanted people to think of him [9]**
ie the image of himself that he tries to project.
eg Of course, in many ways the source is nonsense, with familiars jumping all over the place. But it is still useful to us because it is evidence of the kind of image Hopkins wanted people to have about him, and of how effective he was as Witchfinder-General.

- 4 **Study Sources E and F. How similar are these two sources as evidence about Matthew Hopkins? Use the sources and your knowledge to explain your answer.** [9 marks]

- Level 1 Comparison of provenance** [1]
eg *They are different because one is a newspaper article and one is a poem.*
- Level 2 Uses source content, but no valid comparisons** [2]
ie candidates might think they are comparing, but they are not. Typical answers will write about each source in turn, and then assert sim/diff.
- Level 3 Comparison of source details** [3-4]
ie these answers do not compare the opinions of the sources.
eg *They are similar because both of them tell you about witches and how they are punished by hanging.*
OR
'False matching'
ie different, identifies something which is in one source that the other source fails to address
eg *They are not at all similar. Source F tells you about the methods Hopkins used, but Source E doesn't mention these at all.*
- Level 4 Comparison of opinion: misinterpretation of Source F** [5-6]
ie assumes that Source F is pro-Hopkins. 5 marks for the comparison, 6 marks if both sides supported from the sources.
eg *The difference is that Source E is against Hopkins but Source F is for him. You can tell this because in Source E it is mocking the fact that all Hopkins' victims are old ladies who aren't very bright, and why would the Devil want to use them as his agents? But in Source F it favours him, because it says that Parliament have used him as an ambassador to the Devil, and then he's been successful in finding witches.*
- Level 5 Comparison of opinion: similar as both are hostile to Hopkins** [7-8]
7 marks for the comparison, 8 marks if both sides supported from the sources.
eg *They are similar because both are against Hopkins. In Source E you can tell this because it is mocking the fact that all Hopkins' victims are old ladies who aren't very bright, and why would the Devil want to use them as his agents? And in Source F it condemns him for using torture and says that he had people hanged simply for feeling pain.*
- Level 6 As L5, but qualification of extent of agreement** [9]
ie Sources E and F do agree, but Source F is more critical.
eg [As L5 plus] *However, while Source E is saying that Hopkins should be more careful, it isn't totally disagreeing with him, whereas Source F is nothing but mockery and is clearly saying that Hopkins was wrong.*

- 5 Study Source G. Are you surprised by Hopkins' answers to these questions? Use the source and your knowledge to explain your answer. [8 marks]**

Note: in all levels we must know what is/is not surprising.

- Level 1 Identifies aspects of Source G which are/are not surprising, but no reasons given [1-2]**
eg Yes, I think it is surprising that he thinks the witches' familiars would come into the room.
- Level 2 Surprised: he believes in witches, but they don't exist [3]**
ie that he believes in witches, or imps, or familiars etc.
eg Of course I'm surprised that he says all this stuff about witches, imps and familiars because we know that they weren't real.
 OR
Not surprised, because they believed in witches in those days
 OR
Surprised that he would defend such evil actions
ie everyday empathy.
- Level 3 Surprised/not surprised, reasons given that are internal to Source G [4]**
ie accepting content at face value.
eg I'm not surprised that the witches would complain once they have been able to get together after questioning and compare their experiences. They wouldn't complain at the time because they would just get tortured more.
- Level 4 Surprised/not surprised, reasons based on cross-reference [5-6]**
ie uses content from other sources, or explicit contextual knowledge to explain surprised/not surprised.
eg I am not at all surprised that Hopkins believed that witches would be able to call their imps and familiars to help them. We can see from Source D witches being questioned, and they have their familiars with them, so this confirms what Hopkins thought would happen.
- Level 5 Not surprised because he has ulterior motives [7]**
ie but not detecting purpose of answering critics.
eg I'm not really surprised that he denies torturing suspected witches because if he admitted it he would almost be admitting that they weren't witches at all, which would be bad for his business.
- Level 6 Not surprised, based on evaluation of purpose of Source G. [8]**
ie the purpose of responding to his critics.
eg No, I'm not surprised. The whole source was written to answer Hopkins' critics. We know that by 1647 there were doubts about his methods, and in this pamphlet he is trying to explain away things like his use of torture. He wouldn't have to be doing this unless there was some truth in the accusations. He claims he wasn't responsible for torturing suspects, but it's clear from Source F that was written several years later, that everyone knew that Hopkins was guilty of doing it, so in Source G he is just trying to cover his activities up.

6 Study all the sources.

‘People agreed with the work of the Witchfinder-General.’

How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

[10 marks]

Level 1	Answers on the Witchfinder-General – no valid source use	[1-2]
Level 2	Non-specific source use ie no supporting detail, no reference to source by letter or quote. At this level candidates may talk of ‘the sources’, ‘some sources’, or even identify sources without using the detail in them.	[3]
Level 3	Uses source(s) for <i>or</i> against the idea that people agreed with the Witchfinder-General	[4-6]
Level 4	Uses source(s) for <i>and</i> against the idea that people agreed with the Witchfinder-General	[7-9]

Bonus of up to two marks in any level for any qualification of a source in relation to its reliability, sufficiency etc but total for question must not exceed 10.

Notes:

- To score in L3/L4 there must be source **use**, ie direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues in the sources is not enough.
- Higher marks in L3/L4 to be awarded on numbers of sources used.
- When marking, indicate each valid source use with ‘Y’ for agreed and ‘N’ for disagreed.
- Do not allow Hopkins’ own beliefs.
- Only Sources A (Y) and B (N) are useable on only one side. All other sources can be Y or N depending on how they are used.

Grade Thresholds

General Certificate of Secondary Education
History A (Schools History Project) (J415)
January 2010 Examination Series

Unit Threshold Marks

Component		Maximum Mark	a*	a	b	c	d	e	f	g	Entry
21	Raw	50	43	39	35	31	27	23	20	17	249
	UMS	60	54	48	42	36	30	24	18	12	
22	Raw	50	37	33	29	25	21	18	15	12	65
	UMS	60	54	48	42	36	30	24	18	12	

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