

Mark Scheme for June 2010

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

GENERIC MARK BANDS

Units 2587-2589: HISTORICAL INVESTIGATIONS

Examiners are reminded that

- in Bands I-III they should provisionally award the top mark in the Band and then moderate up/down, while
- in Bands IV-VII they should provisionally award the middle mark in the Band and then moderate up/down
- are looking for the 'best fit', not a perfect fit, in applying these Bands [see General Marking Instructions #5].

Answers require some broad understanding of historical debate, but never depend on any reference to the views of particular historians (pertinent references to such will, however, be given credit - as in any AS/A2 Unit). **Demonstration of a broad understanding of historical debate does not involve anything very sophisticated: even hints and fragments of it in an answer will meet the criterion for AO2 and satisfy the demands of the top Bands.**

PASSAGES QUESTION

NB

- Answers which make absolutely no use of/reference to historical debate may NOT be put in Band I, however good the general quality of their analysis and evaluation.
- Answers which use the Passages but no own knowledge may not be put in Band I.
- Answers which use own knowledge but make no use of the Passages may not be put in Bands I or II.
- The quality of English (grammar, spelling, punctuation) is NEVER to be used as the sole criterion to pull an answer down into a lower Band.
- Glosses in [] have been added to aid “a well-founded and common understanding of the requirements of the mark scheme.” (*Code of Practice*, #4.17).

BANDS I-VII/45: Contextual Evaluation

- I (36-45) The response **focuses very sharply on the key issue** in the question, using good and very relevant references to the Passages and contextual material. Contextual knowledge is used **very appropriately and effectively** in relation to the question. (This contextual knowledge does **not** require lengthy descriptions but brief and pertinent references to support the argument.). The answer **contains a very good balance** between Passage and contextual evaluation in **reaching a judgement** about the issue. There is **clear and substantial evaluation** of the different historical interpretations involved by comments on the validity of the arguments in the Passages using the other Passages or own knowledge (**not** all the Passages need to be evaluated). The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.

[‘A very good balance’ means that evidence for the final judgement is drawn both from the Passages and from contextual knowledge but not that the whole response must be equally balanced between use of the Passages and contextual knowledge. Own knowledge need not be extensive or exhaustive as long as it provides supported evaluation of the views in the Passages. The Passages need not necessarily all be evaluated, although the main views expressed in them should be. The degree to which this is done successfully may help to decide where in the Band the answer should be placed.]

- II (31-35)** The response **focuses on the key issue** in the question, using very relevant references to the Passages and contextual material. The quality of the contextual comments and some aspects of the internal analysis of the Passages, whilst sound, will be **less rigorous** than in Band I. There is a **fairly clear and fairly full evaluation** of the different historical interpretations involved and a **judgement is reached**. Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.

[Answers in this Band are likely to be less well developed in some way. The Passages may be less well used, one view may be barely evaluated, the judgement may be based mainly on the Passages or contextual knowledge may not be equally well linked to the Passages. The Passages should be the main focus of the answer and there should be some supported evaluation, but it does not need to be lengthy.]

- III (27-30)** The response **considers the interpretations** in the Passages and deploys some contextual knowledge. The argument is clear, but comments will be **thinner** and overall **judgements less effective** than in Band II. The organisation of the answer is **uneven**. There is a **reasonable degree of evaluation** of different interpretations involved. The writing is generally fluent and historical vocabulary is usually appropriate. The grammar, punctuation and spelling are usually accurate.

[Answers may consider the views in the Passages in general terms without much detailed reference. The judgement may be incomplete or not made at all or all the factors/arguments may be seen as equally valid/important. There may be quite limited use of contextual knowledge, or it may not be wholly relevant to the key issue, leading to incomplete, unsupported evaluation. The argument should be mostly clear.]

- IV (22-26)** The response shows **considerable imbalance between** Passage evaluation and contextual knowledge. A **basic argument** is provided. The Passages may be largely used to **illustrate the argument** put forward and not as the focus of the answer. There is **some attempt at evaluation** of the different historical interpretations involved. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

[Imbalance means a response where the contextual knowledge is the main focus and the Passages are glanced at in passing, often to confirm the arguments put forward from own knowledge. Alternatively there may be some interpretation of the Passages which is linked to the key issue but no real evaluation. Some confusion may creep into the argument.]

- V (18-21)** The response shows **some evidence of knowledge** of the key issue, but may make **little use** of the Passages. The answer **lacks coherent structure** but the direction of the attempted argument is **mostly relevant**. There is **little evaluation** of different interpretations involved. The writing contains some inappropriate historical vocabulary. The answer contains frequent errors in grammar, punctuation and spelling.

[Answers may describe the Passages, perhaps with little reference to the key issue or to the interpretations in the Passages. The argument may not carry much conviction or be made clearly. Contextual knowledge may not be well related to the key issue or indeed to the Passages. Evaluation will probably be slight.]

- VI (10-17)** The response shows **serious weaknesses in knowledge** and ability to handle contextual questions. The argument may be **fragmentary**. There may be **serious irrelevance**. The writing contains very inappropriate historical vocabulary. The answer shows very significant weakness in the grammar, punctuation and spelling.

[These answers are not likely to be focused on the key issue and the argument may be impossible to follow. There may be misunderstanding of the Passages.]

- VII (0-9)** The answer demonstrates a **completely unsatisfactory attempt** to convey relevant knowledge and understanding. There is no attempt to answer the question. There is no argument and no supporting evidence for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the grammar, punctuation and spelling.

ESSAY

NB

- **Answers which make absolutely no use of/reference to historical debate may NOT be put in Band I, however good the general quality of their analysis and evaluation.**
- **The quality of English (grammar, spelling, punctuation) is NEVER to be used as the sole criterion to pull an answer down into a lower Band.**
- **Some topics by their very nature are less strongly focused around historical debate. Question-specific mark schemes will provide the necessary guidance on this.**
- **Answers require some understanding of broad schools of historical debate, but NEVER depend on any reference to the views of particular historians; pertinent references to such will, however, be given credit, as in any AS/A2 Unit.**
- **Demonstration of an understanding of broad schools of historical debate need NOT involve anything very sophisticated: hints and fragments of it in an answer will meet in full the criterion for AO2 and satisfy the demands of the high Bands.**

BANDS I-VII/45

- I (36–45)** *The response is not perfect but the best that a candidate can be expected to achieve at A2 Level in examination conditions.* The response is **focused clearly** on the demands of the question, even if there is **some unevenness**. The approach is clearly **analytical rather than descriptive** or narrative and, in particular, there is a **clear and evident** (but not necessarily totally full) **evaluation** of the historical debate bearing upon the topic which is **carefully integrated** into the overall approach. The answer is fully relevant. Most of the argument is structured coherently and supported by very appropriate factual material - the degree of that support will help to distinguish between answers higher and lower in the Band. The impression is that a **good solid answer** has been provided. The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.
- II (31–35)** The response is **focused clearly** on the question but there is **some unevenness in content**. The approach is **mostly analytical and relevant**. The answer is generally structured coherently and supported by appropriate factual material. However, the answer will **not be equally thorough throughout**, for example evaluating the relevant debate less well. Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.

III (27–30)

The response reflects clear understanding of the question and a **fair attempt** to provide an appropriate argument and factual knowledge. The approach contains **analysis or explanation but it may be inadequately supported**. There is a reasonable grasp of the elements of the debate which bears upon the topic, and this is to a degree integrated into the overall approach. The answer is mostly relevant. The answer may **lack balance and depth** in factual knowledge. Most of the answer is structured satisfactorily but some parts may lack full coherence. The writing is generally fluent and the historical vocabulary is usually appropriate. The grammar, punctuation and spelling are usually accurate.

IV (22–26) The response indicates an **attempt to argue relevantly**. The approach may depend more on **some heavily descriptive or narrative sections** than on analysis or explanation, which may be limited to introductions and conclusions. There **is some knowledge of the historical debate** which bears upon the topic, but this may be **'bolted-on'** to the other material. Alternatively, the answer may consist largely of **description of schools of thought** that is not well directed at the specific question and is not well supported factually. Factual material may be used to **impart information** or describe events **rather than to address directly** the requirements of the question. The structure of the argument could be organised more effectively. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

V (18–21) The response offers **some elements of an appropriate answer** but there is little attempt generally to link factual material to the requirements of a question. The approach **lacks analysis and explanation** and the quality of the description or narrative, although mostly accurate and relevant, **is not linked effectively to the answer**. There may be **some hints of the historical debate** which bear upon the topic, but it will probably be poorly understood. Alternatively, there may be **extensive description of schools of thought** that is only slightly directed at the specific question. The structure of the argument shows weaknesses in organisation and the treatment of topics within the answer is unbalanced. The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling but contains frequent errors.

VI (10–17) The response is not **properly focused on the requirements** of the question. There may be many **unsupported assertions**. The argument may be of very **limited relevance** and there may be **confusion about the implications** of the question. There will be **no sense of the historical debate** on the topic. The answer may be largely **fragmentary and incoherent**, perhaps only in brief note form. The writing contains very inappropriate historical vocabulary. The answer shows very significant weakness in the accuracy of grammar, punctuation and spelling.

VII (0-9) The answer demonstrates a **completely unsatisfactory attempt** to convey relevant knowledge and understanding of the general topic and of the historical debate on it. There is **no attempt to answer** the question. There is **no argument and no supporting evidence** for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

Philip II

- 1 Using these four Passages and your own knowledge, assess the view that Philip II was a just ruler. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passages **C** and **D** suggest Philip was personally fair and just, in Passage **C** because of his own inclination and the advice he received from his father and in Passage **D** through pragmatism. Passage **B** adds that in theory he was obliged to observe the law. Passages **A** and **B** are more critical with **A** supporting the Black Legend view of Philip as a keen assassin while **B** instances his disregard of Aragonese laws in the case of Perez. Passage **D** concludes by indicating there were occasion when Philip seemed to act unjustly in his own interests. Candidates may evaluate the views of **A** as outdated and lacking precise evidence, although they may refer to Montigny, Don Carlos or William of Orange. They may well be aware that the case of Perez from Passage **B** was not that clear cut. They could also use the example of Portugal, where Philip was more observant of local privileges.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.
Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 2 How far do you agree that the annexation of Portugal was the greatest success of Philip II's foreign policy? [45]**

Debate: What was the peak of success in Philip's foreign policy?

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

The debate is centred on which examples of success in foreign policy had the greatest impact. Candidates may well establish some means of judging success such as the realisation of aims, which may be defined, or by analysis of the outcome of a triumph. The evidence for the annexation of Portugal will probably come from the way in which Philip's empire was extended and the extra power this gave him, for example, to send the Spanish Armada against England and to intervene in the French Civil Wars. The advantage of increased prestige might be discussed and the way Philip is seen by some as moving to a more aggressive policy after 1580.

The alternative triumph put forward is likely to be Lepanto and the effect of Philip's victory over the Turks can be assessed. The removal of an irritant in the Mediterranean was important in allowing Philip more choices in his policy. It can also be seen as a triumph for his religious policy and again as demonstrating his prestige.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

3 Assess the view that the reign of Philip II strengthened the Spanish Church. [45]

Debate: Did the Catholic King make the church stronger as one would expect?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates could indicate some means of estimating strength.

One view is that the Spanish church was stronger in 1598 than it had been in 1556. The Tridentine decrees were enforced in Spain and the education of the clergy improved. The Inquisition could be quoted as having a positive effect. Protestantism was little threat. The Moriscoes were brought under control. Philip himself promoted religious values, notably at El Escorial.

On the other hand the achievement of the decrees has been challenged and there were still areas of superstition and ignorance with few priests. Relations with the Papacy and the Jesuits were often strained and the church suffered as a result. The impact of the Inquisition was mixed, although the debate on the Inquisition and how far it was a totalitarian device is of less relevance.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Elizabeth I

- 4 Using these four Passages and your own knowledge, assess the view that the Rising of the Northern Earls posed a serious threat to Elizabeth I. [45]

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passages **A**, **B** and **D** indicate the Rising was not a serious threat. In **A** the rising *failed hopelessly*, in **B** it was *desperate* and in **D** it *had failed*. **A** adds to this that the Rising gave the government an excuse to clamp down on Catholics, while **B** centres on the way the conservative nobility were discredited. **D** suggests that the foreign involvement achieved little. Passage **C** is most suggestive of a possible success and blames Elizabeth's tactics. Passage **A** refers to the *potential danger* and Passage **D** takes up the theme that Elizabeth thought it was a major threat and even after the Rising was defeated the possibility of further trouble remained. As **A** points out the excommunication enhanced the threat. The person of Mary, Queen of Scots accentuated the threat in her marriage plans, mentioned in **A**, **B** and **D** and her links with foreign Catholics in **D**. Candidates can evaluate these views from their knowledge of the Rising and its outcome and the pressure which led to it.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 5 How far do you agree that Elizabeth I remained single because her councillors could not agree on a suitable husband for her? [45]

Debate: the reasons why Elizabeth I remained single.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

The view put forward in the question should be given quite full consideration. Candidates may use specific examples such as the hostility of Cecil to a Dudley marriage and of Dudley to a marriage with Alencon to show how the Council could not agree and to explain why this was. They may then suggest other possible explanations. Elizabeth's personal feelings may be explored but excessive speculative psychohistory will gain little credit. More useful would be discussion of her reluctance to accept the role of a submissive wife or to give up the Virgin Queen image, later in the reign. Some of the candidates were objected to on grounds of religion. There is a relatively powerful argument that if the Council had fixed on a candidate they all favoured it would have been difficult for Elizabeth to decline.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

6 Assess how far the House of Commons increased in importance during the reign of Elizabeth I. [45]

Debate: Was the House of Commons becoming a more vital part of government or not?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

The view that the House of Commons did become more important could be illustrated by reference to its vital role as a taxation granting body and the greater need for taxes as the reign proceeded. The monopolies issue could also be explored. Elizabeth's concern over the attitudes of the House could be seen as enhancing its role in government. The status of MPs can be seen as increasing along with their numbers.

The alternative view may well be more fully stated. After the initial settlement the church remained unaltered despite the efforts of Puritans like Strickland and Cope. Elizabeth did not marry or name a successor, although the House urged both courses on her. On the free speech question Elizabeth gave no concessions. Wentworth may be seen as a lone voice, who was disciplined by the House. Parliaments were not held more frequently and many members were absentees. Taxes were generally granted as requested after discussion.

The 'Neale Thesis' is likely to feature in responses but needs to be placed in the context of this question. Candidates should be expected to draw examples from across the reign and not just from the early years.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Oliver Cromwell

- 7 Using these four Passages and your own knowledge, assess the view that Cromwell was guilty of atrocities in Ireland. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passages **A** and **B** generally accept the view that Cromwell was guilty, especially **B** which uses the word *atrocities*. Passage **A** does attempt to defend Cromwell to an extent. Passages **C** and **D** argue that Cromwell was not guilty. Passage **C** indicates that the Irish nationalist view should be rejected and there was no indiscriminate slaughter. He suggests that the subsequent development of Drogheda does not indicate it was seriously disrupted or depopulated, while Passage **D** upholds **C** and argues that a modern context is not appropriate as a way to judge Cromwell. There is agreement on the number of deaths, but the real issue, as explained in **D**, is how far civilians were among the dead. Candidates can evaluate these opposing views from the evidence they know about and, to an extent, from a moral point of view. They may conclude, with **C**, that the whole truth can never be known

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 8 Assess the view that Cromwell as Lord Protector simply responded opportunistically to a series of crises. [45]**

Debate: Whether Cromwell had an overall guiding plan, or not.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

One view is that Cromwell had consistent aims and candidates might refer to healing and settling. He was also determined on a religious policy involving a godly reformation. He tried to work systematically with parliament. His foreign policy was consistently hostile to France.

The alternative view is that the circumstances made it difficult for him to be consistent. He was bound to take note of views in the army. Hostility from his Parliaments and from Royalists impeded him. In foreign affairs he fought the Protestant Dutch in alliance with Catholic Spain for pragmatic reasons.

Candidates might conclude that his aims were consistent but his methods were responses to events.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 9 Assess the reasons why Cromwell became important both as a military and as a political leader during the First Civil War (1642 to 1646). [45]**

Debate: Which were the key factors in the rise of Cromwell.

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates can put forward a variety of factors but should try to distinguish between them regarding their relative importance.

Military explanations might include Cromwell's role with the Eastern Association and then the New Model Army and his qualities as a cavalry leader and in inspiring his men. His part in the key victories at Marston Moor and Naseby could be mentioned.

Other explanations could mention his personal connections with some leading Parliamentarians or his contribution to the work of Parliament about which there is considerable debate. His part in the Parliamentary discussion over war aims and his quarrel with the Earl of Manchester could be cited as well as his contribution to the Self-Denying Ordinance.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

Peter the Great

- 10 Using these four Passages and your own knowledge, assess the view that Peter the Great introduced religious reforms only to increase his control over the church. [45]**

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. A sense of discussion needs to be evident and that needs to be related to the debate set out in the Passages.

Passage **D** indicates that control was his main aim in religious reforms and that he wanted the church to be a branch of the state. The other Passages have other motives. Passage **A** suggests he was tolerant, which is challenged by **D**, and does not support the idea that he simply wanted control as the resulting diversity would have made central control more difficult. Passage **B** adds that his motives seemed to be undermining traditional beliefs, but concludes this is not the case. Passage **C** indicates that he wished to break the control the church had over the Russians, but does not support the idea that he wanted to control it entirely. Some areas of religion were left untouched. Passage **B** says he was a Christian ruler with a strong faith and Passage **D** supports this and asserts that he left ritual and doctrine untouched. Passage **C** agrees that there were limits to his reforms. Candidates might conclude that control was one among many motives, or even that Peter's aims changed over the reign.

Answers which use the Passages but no own knowledge have **a ceiling of Band II**.

Answers which use own knowledge but none of the Passages have **a ceiling of Band III**.

- 11 Assess the success of Peter the Great's military and naval reforms in strengthening Russia. [45]**

Debate: how vital for Russia were the reforms to the army and navy.

What matters here is not the conclusion the candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

Candidates should deal with both aspects of the question.

One view is that the reforms were vital to update Russian power and that they were extensive. The building of a navy was important in establishing Russian power in the Baltic. The army reforms led to conscription, better training, regular payment and the encouragement of service from the nobility under the Table of Ranks. Reference might be made to particular battles to illustrate the success in strengthening Russia.

The alternative view is that the reforms were expensive and led to higher taxes. They were unpopular with the peasants who were conscripted. They depended a good deal on foreign input from officers. The successes of the armed forces were mixed.

Candidates might conclude that the navy was a greater achievement than the army.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 12 How far do you agree that Peter the Great's personality was more of a disadvantage than an advantage in his attempts to reform Russia? [45]**

Debate: Was Peter a flawed personality who hindered the cause of reform?

What matters here is not the conclusion that candidates come to but the quality and breadth of their discussion of the evidence. An overall judgement needs to be reached.

The view that Peter's personality was a disadvantage can be illustrated by reference to the way he alienated powerful interests in his determination to press forward. The building of St Petersburg embodied his strong feelings. His behaviour was not always seen as being appropriate and the beards and similar examples may be cited.

On the other hand it can be argued that Russia needed a strong personality to effect reform and that Peter's energy allowed things to get done. Candidates may use a wide range of examples from domestic policies but foreign affairs are not likely to be relevant as they are not reforms.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553