

**History C (British Social & Economic History)**

General Certificate of Secondary Education **GCSE 1936**

**Report on the Components**

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**June 2006**

**1936/MS/R/06**

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

The reports on the Examinations provide information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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### General Certificate of Secondary Education History C (1936)

#### REPORTS ON THE COMPONENTS

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## Paper 1

### General Comments

Overall the quality of work seen by examiners was similar to that of previous years. Candidates were generally well prepared for the demands of the paper and were able to demonstrate appropriate levels of skills, knowledge and understanding. In some instances though, candidates were unable to develop their answers from description to explanation. The result of this was to limit their marks. On other occasions, having reached the explanation level, they failed to sustain their argument or challenge the hypothesis in the question.

This year the (c) questions in Section B of the paper gave candidates the areas to consider. The fact that they are in the question means they are significant and should not be rejected outright. The best approach is to explain the importance of each and then reach a supported decision of relative importance. Arguments should always be supported with contextual knowledge.

Rubric infringements remain at a very low level but greater attention needs to be paid to the presentation of scripts where the question number box remained incomplete. On a small number of occasions candidates' answers were not secured together, with potential, therefore, for single sheets to be lost.

The report does not contain any extracts from the mark scheme as the full mark scheme is included within this document and can also be downloaded from the OCR website.

### Section A: Core Content

Some very good answers were seen to both part (a) questions in this section. Many recognised the activity as spinning being carried on by hand resulted in limited production in 1(a), and in 2(a) recognised that road travel was dangerous as the state of the road caused accidents which could injure people. The carrying of guns also gave an indication that they might have been carrying a valuable cargo and that the guns could be discharged inadvertently.

It is important that candidates are aware that they need to go much further than just describing what they can see in the source by ensuring at the same time that what they are saying has some relevance to the question. They should not be distracted by unimportant objects in the source. Many candidates find it advantageous to make a judgement about what they can see and then say why the evidence allows that judgement to be made.

The following candidate's answer to 2(a) received full marks.

#### Question 2(a)

*From Source C you can learn many things about road travel. Firstly I can see that the horses have fallen and the carriage is tipping up. This is because the surface of the road is uneven, made of dirt and is dangerous. There were often potholes. As the carriage is pulled by horses on a poor quality road, travel was often slow and laborious. Plus I can see a gun going off. The gun would be carried because of the risk of highwaymen attacking the coach as it was carrying mail.*

*Finally, the passengers are wearing wigs, good clothes and are quite large. This shows that road travel was for upper class people probably because of the cost.*

Both of the part (b) questions related to personalities. It was pleasing in 1(a) that a majority of candidates were aware that the Flying Shuttle related to the weaving process and many realised that it produced more cloth but were less secure in describing the change that was brought about. In 2(a) many adequately described many of the achievements of Telford.

To gain high marks from an answer to the part (c) question requires candidates to explain not only the source but also any related knowledge they possess. All too often candidates do one or the other, rather than both. In answering 2(c) candidates often confused turnpikes with the parish system of road repair.

Here is an answer from a candidate who gained full marks on 1(c). The candidate has structured his answer allowing a progression from source explanation in the context of working conditions, to the use of explained contextual knowledge.

### **Question 1(c)**

*Source B says 'unending noise of the million hissing wheels'. This means that the machines were very noisy which could lead to hearing loss for the workers.*

*It also says 'the smells that are all around'. This means that the air was not clean. The heat was hot and sticky as the windows were kept closed. This caused smells from the workers as well as from the toilets.*

*However, it does not mention that machinery was often left unguarded and many children lost fingers, or worse, being caught by the moving parts.*

*It fails to mention that there was lots of dust and fibres in the air from the cotton which affected the lungs of the workers. Lung infections were also common from the warm, moist air.*

*Also there were strict rules imposed by the mill owners who fined their workers for such things as whistling and talking. The hours were long for both adults and children making their bodies physically exhausted and with children this could cause accidents.*

### **Section B: Core Content**

Candidates are generally very good at presenting their answers to questions in this section of the paper. Over the years they have reduced the length of their answers to part (a) as they are aware that full marks can be obtained by giving four points and where appropriate developing two points. This understanding has resulted in candidates giving themselves more time to answer in detail parts (b) and particularly (c). Having said that, it is important that time is spent reading the questions carefully so that time is not wasted.

This applied to 3(a) where the question asked about 'arable' land. A number took this as an opportunity to write about the defects of the open-field system and in particular the use of the common for which no credit was given. The answers to both (c) questions on agriculture produced some very good responses with many well explained points allowing access to the higher levels.

As in previous years questions on agriculture remain the most popular by far and there were very few responses to Questions 5 and 6, and in the main these were weak.

In 4(c) a number of candidates were not absolutely certain about the blockade, who imposed it and why and the impact on Britain. In relation to 6(c) candidates were better able to describe than consider the importance of the three issues given in the question.

## Section C

### Medicine, Surgery and Health: c.1750–c.1990

Question 7 required candidates to work out the message of the cartoon before using information from the source to support their interpretation of the message. Some thought 'the message' was an opportunity to describe every thing they could see rather than an attempt to understand what the artist was saying and then using the information as support.

Below is a response which was awarded full marks.

#### Question 7 (a)

*The message of this cartoon is that people should not trust Edward Jenner's idea of vaccination. The source shows many people with cows growing from different parts of their bodies when they have had the vaccination. This shows that they thought injecting cow pox to cure smallpox wouldn't work and it would deform them. Many people at that time did not like change and needed evidence to believe that something new worked. In this case Jenner didn't have a theory as to how his vaccination worked.*

Question 8 was more popular than Question 9. Candidates are strong on the dangers of operations in the early part of the nineteenth century and are aware of the improvements that took place during the century which enabled them to develop support for anaesthetics as well as other major developments. In some instances an alternative approach revolved around opposition to anaesthetics and this was given credit.

In Question 9 candidates found it more difficult to argue successfully both sides of the hypothesis in (c) as their knowledge of the improvements of the NHS and the difficulties it faced was limited.

### Poverty: c.1815–c.1990

There were many excellent answers to 7(a) relating to rules and regulations for the workhouse as shown in the following answer which gained full credit.

#### Question 7(a)

*I can see from this photograph that workhouse life must have been very unpleasant for those who had to live in them. I can see rows of women having a meal. It tells me that it was very harsh and I know that they imposed rules. I can see these in operation as there are only women in the picture as families were split up. They are all wearing a uniform and they all look unhappy at their conditions. The meal they are eating was probably of poor quality as they had to keep costs low.*

Knowledge of the work of William Booth was often limited to the Salvation Army or he was confused with Charles Booth. There were many good answers to part (c) although disappointingly a number of candidates treated the question as 'how' rather than 'why'. This resulted in descriptive rather than explanatory answers.

Questions on the Poor Laws bring a variety of issues. Answers tended to be strong on the early (Old) Laws, how these operated and why they needed changing. In respect of the last point this was disappointingly often limited to cost. However, answers to 8(c) showed a lack of familiarity with the terms of the New Law with confusion over 'indoor' and 'outdoor' relief.

The few candidates who attempted Question 9 lacked the depth of knowledge required to produce quality answers to all three parts.

**Trade Unions and Working-Class Movements: c.1800–c.1990**

As only 7 candidates were entered for this option it is not possible to provide any useful feedback on trends within an answer.

**The Changing Roles and Status of Women: c.1840–c.1990**

Some candidates produced creditable answers to part (a) by identifying the message and offering support for their interpretation both contextually and from the source as the following example shows. This response was awarded full marks.

**Question 7(a)**

*The artist has shown a group of women working in a sweatshop making dresses. This was one of the few jobs that poorer women could do at the time and he is saying that it was very unpleasant and exhausting. I can tell this by the fact that many are showing they are tired and one appears to have fainted. The clock shows just after 12 and this was probably midnight after they had worked a long day. The supervisor appears to have a cup of tea for herself despite others needing drinks.*

Many responses to 7(b) were well developed to show the role and status of the upper-class lady. Some, however, after stating they did not work proceeded to tell the examiner of household chores they carried out. The following response was typical.

*The upper-class lady was there to look after her husband's every need. He provided fully for her and so she did not have to work and had to carryout all the household tasks such as cleaning and lighting the fire.*

Others wasted time comparing the roles of the upper-class woman with the life of a working-class woman.

Some well explained responses were seen in response to 7(b) with the majority of candidates able to display a sound knowledge of the topic, although a small number did link their answer incorrectly to the war.

It was encouraging to note that very few fell down by confusing Suffragists and suffragettes. The vast majority of candidates were familiar with the reasons for women not getting the vote, although on occasion the date in the question was ignored.

The knowledge of the impact of the inter-war period was weak with many displaying a lack of knowledge of the period. To get round this problem many ignored the date and either wrote about the 1970s or pre-1918.

Parts (a) and (c) of Question 9 elicited many good responses that scored heavily, however, apart from 'doing men's jobs' there was little awareness of how women's lives were affected by the Second World War.



## **Paper 2**

### **General Comments**

The performance of candidates on Paper 2 has improved steadily over the years and this year examiners reported that standards were similar to those of last year. The paper was on the effects of the 1848 Public Health Act. As this was a nineteenth century issue, candidates were fully prepared and thus produced some high quality answers.

There were some excellent responses showing good, relevant contextual knowledge and wide use of evidential skills. Very few candidates appeared to run short of time. As last year, the reduced volume of reading matter and fewer sources and questions appeared to have especially helped the more able candidates to devote a reasonable amount of time and thought to the final question. Occasionally, for some candidates, there was a tendency to spend too long on Questions 1, 2 and 3, thus leaving less time to cover the remaining questions adequately. All candidates would benefit by being encouraged to read the background information before they start to answer the questions.

Many candidates are well versed in dealing with questions on inference, similarity and difference and utility when clearly identified. However, it is important to ensure that they are exposed to a wide range of evidential skills in order to prepare them for the continued evolution of the paper.

A number of candidates appeared to lack confidence in the skill of cross-referencing. There are opportunities within source-based papers to use other sources in addition to the one towards which they are specifically directed. In using this skill, candidates are always expected to assess the value of the information within the context of the question being answered.

As this is a source-based paper, candidates must ensure that they include in their answers the letter of the source to which they are referring. This is very important with regard to the final question.

It is important that, where appropriate, contextual knowledge is used to exemplify their argument. Candidates who achieved high level answers were able to use in their responses information taken from the sources supported by valid contextual knowledge and, where appropriate, cross reference to other sources to support their argument.

It will be noted that the mark scheme recognises the validity of responses that use relevant contextual knowledge to test the sources. An example of this is in Question 6 where an additional three marks are available for good use of contextual knowledge and/or source evaluation.

It was again pleasing to note that fewer candidates were writing, 'I know from my own knowledge that this was true', but were instead using whatever concrete, specific knowledge they possessed either to challenge or verify the claims made by the sources. Weaker candidates tended to repeat the source provenance and paraphrase the sources without any attempt to put them into context and these answers remained in the lower levels.

Examiners were particularly grateful to centres that ensured that their scripts were presented in an orderly manner with all the details on the answer booklet completed and the scripts put in packets in attendance register order. However, there are still some centres where the question numbers are not written in the box on the front of the booklet – this is particularly frustrating for examiners. It was especially noticeable that generally candidates' presentation was of a high standard and examiners hope that this will continue.

## Comments on Individual Questions

The report does not contain any extracts from the mark scheme as the full mark scheme is included within this document and can also be downloaded from the OCR website.

### Question 1

This question was well answered. Candidates are familiar with this type of question and are well prepared as they have to answer two similar type questions on Paper 1. The most successful candidates had a disciplined approach in which they identified a health problem and made an inference from the source. Maximum marks for this question were achieved by identifying three supporting inferences relating to public health. Issues of pollution, rubbish and overcrowding were easily identified and explained by the majority of candidates. There was still a small minority who persisted in writing in general terms, often with excellent contextual knowledge but with little or no reference to the source.

#### Level 1 answer

*The source shows there is a health problem as there is rubbish in the middle of the road.*  
**1 mark**

#### Level 2 answer

*There are a lot of public health problems shown by Source A. These are pollution and overcrowding.*  
**3 marks**

#### Level 3 answer

*From Source A I can learn that it must have been very dirty because I can see a pile of refuse in the middle of the street. This means that germs would spread easily and lead to disease. I can also see lots of smoke coming out of the chimneys which would pollute the atmosphere. The houses are very close together which would lead to overcrowding.*  
**5 marks**

### Question 2

This question asked candidates to compare two sources. Although most candidates were able to identify similarities of 'cost' and 'sewers', thus achieving Level 2/4 marks, they were not able to explain the message. A number did achieve Level 3/5 by explaining the difference in the message but very few candidates could explain both the similarity and difference of the message and therefore did not achieve Level 4.

Some candidates wasted time by paraphrasing the sources separately before moving on to show similarities and differences. Some candidates over-elaborated details of Chadwick's character.

#### Level 2 answer

*The two sources are similar because they both talk about sewers but are different because of when they were written. They are also similar because they are about cost.*  
**4 marks**

#### Level 4 answer

*Sources B and C are quite similar as they are both about sewers and cost. They are also both written in reports. In Source A they are planning to build sewers in every street and in Source C the sewers favoured by the Board of Health are made of glazed earthenware. Edwin Chadwick was keen to improve public health and promoted sewers because of the link between sewage and disease. He was worried because of the number of working days lost through illness. However, the sources are different in that Source B is very negative about improvements and the cost it will be to the ratepayers who didn't see why their taxes should go to improving public health whereas Source C is very positive showing how costs can be reduced and this led to improvements.*

**8 marks**

#### Question 3

Good answers to this question were characterised by knowledge of the shortcomings of the 1848 Public Health Act, the personality of Edwin Chadwick as well as prevailing attitudes of the time towards public health. Candidates who were well prepared were aware that the 1848 Public Health Act was permissive and that Darlington was one of the few [places to set up a local Board of Health. They also had a good understanding of the views expressed by The Times.

Very few candidates took the opportunity to cross reference Source D with Source B which also emphasised the importance of sewers to carry waste away from the town. Weaker candidates tended to paraphrase the source and compare the provenance of both sources. Answers such as this remained in Level 2.

#### Level 4 answer

*Source D explains and describes the improvements made to public health in Darlington after the 1848 Act. These improvements include clean streets, water, new sewers and drains. Source B supports Source D because it emphasises the importance of using sewers to carry the waste away from the town.*

*Source E explains the attitude of some people to the 1848 Public Health Act. It explains that people did not like being forced to clean up. Source E is more reliable because the 1848 Act was not compulsory so only a few towns like Darlington took it up. Most people took the same attitude as The Times in Source E because at this time there was a 'laissez-faire' attitude and they did not realise the link between dirt and disease.*

**8 marks**

#### Question 4

Weaker candidates tended to accept the source at face value and identify improvements from the source, thus being awarded a mark in Level 2. However, most candidates were able to grasp the principal weakness of the source in that it was only about one city, Manchester, and one public health problem, water, and therefore reached Level 3.

There were a number of high quality answers from candidates who were able to interpret and evaluate the source for usefulness using contextual knowledge.

### Level 5 answer

*Source F is useful because it explains how Manchester is providing its inhabitants with drinking water. It tells us that the health of the poorer classes will be improved by having a water main and putting a sink and water closet in their houses. This was important as previously they would have got their water from a shared pump in the street. The water from these pumps was usually contaminated with sewage and thus led to the spread of diseases such as cholera. However the source is not useful because it only tells us of improvements being made to some of the housing of the poorer classes. Many people were against improving conditions because of the cost to the rate payers, and because of the prevailing 'laissez-faire' attitude of the government.*

**8 marks**

### Question 5

This question was tackled very well and produced some high quality answers. A large number of candidates understood the message of the cartoon and were able to display contextual knowledge effectively. A pleasing number of candidates linked the year of the cartoon (1858) with the Great Stink and circumstances leading up to and resulting from it. This enabled a high proportion of candidates to achieve Level 5.

### Level 5 answer

*I am not surprised that Source G was published in 1858. This is because it links death with the Thames. The Silent Highway Man is rowing on the Thames with dead animals floating around him. 1858 was the year of the Great Stink when the summer was very hot and parliament had to be suspended because of the terrible smell coming from the River Thames. This was because people dumped their sewage and rubbish in the Thames. However it was also their main source of drinking water and this led to diseases such as cholera spreading very quickly and killing large numbers of people.*

**9 marks**

### Question 6

This type of question is familiar to candidates and in general they answered it well. Many candidates took the opportunity to consolidate their response by grouping sources. This enabled them to produce answers which were concise, relevant and fully related to the question hypothesis. Good answers challenged and supported the hypothesis using evidence from the sources supported by explanations of purpose and contextual knowledge. Other answers went through each source in turn. Whilst this is acceptable, it often resulted in a descriptive response rather than an answer which supported and challenged the hypothesis.

Good answers were also characterised by the use of a 'planning' grid at the beginning of the response to identify the view expressed by the sources, and this then led to effective grouping in the answer. There were a notable number of carefully constructed and thoughtful responses, well argued and showing sound cross referencing and evaluation. The answers of weaker candidates usually remained in the lower levels as a result of one of the following errors:

- knowledge-dominated descriptions at the expense of evidential support from the sources
- sources not identified by letter
- sources referred to by letter but no details from the source(s) provided to support the argument, for example, 'Sources E and G show that the Public Health Act wasn't effective'
- sources described alphabetically with minimal reference to the question
- only one side of the hypothesis tested.

**Level 3 answer**

Source D shows that the 1848 Public Health Act was effective because cesspools have been eliminated, refuse has been removed from the streets and new sewers have been laid in Darlington. This is also supported by Source C which mentions the expansion in the number of miles of sewers being built. **5 marks**

**Level 4 answer**

The 1848 Public Health Act was an important landmark in public health reform. Sources C, D, F and H support the view that conditions were improving and that the Act was effective. Source C promotes the use of sewers and their cheap cost whilst Source H shows sewers actually being built. Source D also explains that new sewers have been built and along with other improvements have led to a drop in the death-rate. However Source D is only talking about Darlington, not all towns set up local boards of health because the 1848 Public Health Act was not compulsory. Source F also shows improvements being made just after the 1848 Public Health Act. It shows improvements being made to water supplies in Manchester and indicates that some people were beginning to see the link between dirt and disease.

On the other hand Sources E and G which are both produced after the 1848 Public Health Act indicate that no progress had been made. Although Source G is a cartoon and may have been exaggerated to enforce the message, the simple fact was that the River Thames was dirty and led to disease and death because the public used it for waste disposal and also as a source of drinking water. Even though the 1848 Act had set up the Board of Health it had so much opposition that in 1854 it was disbanded. Evidence of this opposition is evident in Source E. People considered public health to be a private matter and as they didn't understand the link between dirt and disease didn't see any point in cleaning up towns. The government attitude at the time was one of *laissez-faire*. Therefore in some ways the 1848 Public Health Act was effective as it was a start and led to some improvements being made and subsequently the 1875 Public Health Act. However when you compare the dirt and pollution in Source A to the pollution and dirt in the cartoon in Source G it appeared that the 1848 Public Health Act had not been effective.

## **Coursework**

### **Administration**

As in previous years all aspects of the coursework moderation proceeded very smoothly even though there was a further fall in candidate numbers this year. Generally, Centres coped well with the demands of OCR's deadlines and the vast majority of MS1 forms were received by the due date or sooner. This greatly assisted moderators in sending requests promptly to Centres for coursework samples. Moderators then received Coursework samples with the accompanying mark schemes and assignment details in good time to carry out their moderation procedures. However, there continues to be a small number of Centres who find difficulty in meeting the deadlines which can then hold up the whole process.

### **Assignments**

In the vast majority of cases, Centres used the assignments laid out in OCR's Coursework Guide. As in previous years, the exemplars of Thematic Studies B (Poverty c.1815 – c.1990) and C (The changing roles and status of women, c.1840–c.1990) were widely used. Where Centres submitted their own assignments they had made good attempts to use local materials effectively with appropriate levels of response mark schemes. Many Centres are continuing to develop the exemplar assignments further according to their particular circumstance which is pleasing as a number of years have passed since these assignments were designed.

As ever, all Centres would benefit by submitting details of their coursework assignments for 2007 and beyond to their assigned Coursework Consultant for continued advice.

### **Marking and the use of mark schemes**

With regard to the marking of assignments, there were very few adjustments made again this year, suggesting that Centres continue to be confident and familiar with the requirements and demands of coursework. Most Centres are continuing to mark accurately and in line with the accompanying mark schemes and OCR's standards. The mark schemes submitted were relevant, appropriate and rigorously applied to the assignments.

It is evident that Centres continue to heed the guidance received from Coursework Consultants and the annual Report as well as acting upon the advice given at yearly INSET meetings. Work that was well annotated again helpfully aided the moderation procedure considerably. It is hoped that these examples of good practice continue into 2007 and beyond.

**Grade Thresholds**

**June 2006**

**Component Thresholds (raw marks)**

Component	Max Mark	A	B	C	D	E	F	G
11	75	57	49	41	35	29	24	19
12	75	52	44	36	31	26	21	16
13	75	54	46	38	32	27	22	17
14	75	56	47	39	33	27	22	17
02	50	40	36	30	27	23	18	15
03	50	43	38	33	27	22	17	12

**Option Thresholds (weighted marks)**

**Option A**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	175	156	137	118	101	84	67	50
Percentage in Grade		3.4	15.8	21.2	22.0	14.5	10.4	6.7	4.1
Cumulative Percentage in Grade		3.4	19.2	40.4	62.4	76.9	87.3	94.0	98.1

The total entry for the examination was 1741.

**Option B**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	160	143	126	109	94	79	64	49
Percentage in Grade		4.5	11.6	23.2	18.8	20.5	14.3	3.6	1.8
Cumulative Percentage in Grade		4.5	16.1	39.3	58.0	78.6	92.9	96.4	98.2

The total entry for the examination was 114.

**Option C**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	153	139	125	112	96	80	65	50
Percentage in Grade		14.3	14.3	28.6	14.3	14.3	14.3	0	0
Cumulative Percentage in Grade		14.3	28.6	57.1	71.4	65.7	100	100	100

The total entry for the examination was 7.

**Option D**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	172	153	134	116	99	82	65	48
Percentage in Grade		3.8	15.5	23.3	19.1	14.9	11.0	6.7	4.2
Cumulative Percentage in Grade		3.8	19.2	42.5	61.6	76.5	87.4	94.1	98.3

The total entry for the examination was 698.

*Report on the Components Taken in June 2006*

**Overall**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	3.6	15.6	21.9	21.0	14.9	10.8	6.5	4.0
Cumulative Percentage in Grade	3.6	19.1	41.0	62.0	76.9	87.6	94.2	98.1

The total entry for the examination was 2571.







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